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ABSTRACT

This curriculum guide provides materials for an eight-unit course in child care for home and community services. The units cover (1) orientation to child care services; (2) health, safety, and sanitation; (3) guidance and discipline; (4) infant care; (5) toddler care; (6) preschool-age care; (7) fostering creativity through play; and (8) self-concept needs and activities for special needs children. Components of each unit include unit and specific objectives, information sheets (content outline), assignment sheets, and job sheets. Unit 7 also contains transparency masters. Tests for each of the eight units are also provided. (YLB)

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Child Care
For
Home and Community Services

Student Material

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CHILD CARE SERVICES
UNIT I - 4 HOURS
ORIENTATION

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify the characteristics of a good baby-sitter. He should be able to describe what should be done in given situations. Knowledge of this information will be evidenced by a score of eighty-five percent on the quiz.

SPECIFIC OBJECTIVES

After four hours of instruction, the student should be able to:

1. Match terms associated with child care to their correct definitions.
2. Identify types of places to find a child care job.
3. Identify characteristics of a good baby-sitter.
4. Identify things one should know before he accepts a baby-sitting job.
5. Describe in writing what the child care employee should do in five of eight situations discussed in class.
6. Complete eleven statements on safety for baby-sitting.
7. List three factors to consider in taking care of a child.
8. Demonstrate his ability to obtain necessary information for child care employment.

CHILD CARE SERVICES
UNIT I
ORIENTATION

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1)

   A. Civic organizations--The groups such as the Chamber of Commerce or women's clubs that might keep listings of jobs

   B. Day care centers--The businesses which are set up to care for children, usually toddlers or older

   C. Day care homes--The private homes which take care of children

   D. Duties--What you are expected to do

   E. Employee--One who works for someone else

   F. Employer--One who hires others to work for him

   G. Hours--The times you are expected to work

   H. Infants--Children not yet walking, usually under one year old

   I. Nurseries--The businesses which are set up to care for infants

   J. Salary--Payment, wages, or fees for work done

   K. Toddlers--Children who have learned to walk, usually over one year old

II. Types of places to find child care jobs

   A. Churches

   B. Schools

   C. Day care homes

   D. Bowling alleys

   E. Day care centers

   F. Civic organizations

   G. Park departments

   H. Private day care centers

   I. Neighborhood homes

INFORMATION SHEET

- J. Apartment complexes
- K. Motels or hotels

III. Characteristics of a good baby-sitter (Assignment Sheet #2)

- A. Likes children
- B. Is dependable and responsible
- C. Thinks of the children's interests before her own
- D. Is calm in emergencies
- E. Can be firm when need be
- F. Can have a good time with children
- G. Works well with others

IV. Things to find out before you accept a job

- A. Salary or fee you will be paid
- B. Duties you are expected to perform
  1. Washing dishes
  2. Bathing the children
  3. Cleaning the house
  4. Picking up after the children
- C. Hours you will work
- D. How you will get to work

  (NOTE: Will your employer pick you up or must you get there on your own?)

V. Handling difficult situations (Assignment Sheet #3)

- A. How much to charge
  1. Find out what others are charging

     (NOTE: There is usually a going rate in each town.)

INFORMATION SHEET

2. If employer does not mention payment, tell him what fee you charge

   (EXAMPLE: I usually charge seventy-five cents per hour. After midnight my fee is one dollar per hour.)

3. Agree upon a rate of pay before you accept the job

4. Be realistic about your fee

   (NOTE: Beginning baby-sitters may not be able to charge as much as more experienced sitters.)

5. Agree upon duties you must perform for a certain fee

   (NOTE: Do you charge more for cleaning the house?)

B. Your first sitting for this family

(NOTE: You may want to use a notebook to keep the following information about each new job.)

1. Information you will need before the employer leaves (Assignment Sheet #4)
   - a. Child's name
   - b. Phone number where the parents can be reached
   - c. Time to expect the parents home
   - d. Name and phone number of a relative to call in case of emergency
   - e. Name of the baby's doctor and his phone number
   - f. Hospital address and phone number
   - g. Neighbor's name and phone number
   - h. Fire department phone number
   - i. Police department phone number
   - j. When, where, and what you should feed the baby
   - k. What time you should put the child to bed
   - l. What time you should feed the child
   - m. What to do in case of emergency

INFORMATION SHEET

2. Observe child's likes and dislikes

3. Make friends with the child

   (NOTE: One way might be to bring a small gift to the child. We will learn how to make some low cost gifts in a later unit.)

C. Child's bedtime

   1. Give child a warm water bath to relax him

   2. Begin quiet activity such as reading

D. Child tries to postpone bedtime

   1. Take extra time with the child

      (NOTE: He may be unsure of himself being left with a stranger.)

   2. Try to make child feel at ease

      (NOTE: A closet light might be left on if child is afraid in the dark.)

   3. Be firm but kind

E. Child tries to do something he is not supposed to do

   1. Tell him "no" and be firm

   2. Don't threaten to tell the child's mother

   3. Don't give in to the child that says, "Mother lets me"

      (NOTE: Say something like, "Mother may have her own reason if she lets you, but I can't let you do that while I am taking care of you.")

F. Child becomes ill

   1. Call parents

   2. Make child comfortable

   3. Call doctor if need be

INFORMATION SHEET

G. Child has an accident

1. Keep calm

2. Size up situation

3. Make child comfortable

   (NOTE: Don't move child until the nature of injury is known.)

4. Call parents, neighbor, and/or doctor

   a. Keep calm

   b. Give facts clearly

5. Give as little treatment as possible until some adult takes over

VI. Safety rules to follow in baby-sitting

A. General (Student Handout--The Baby-Sitter's Pledge)

1. Keep all sharp-edged objects away from children

   a. Knives, razor blades, and scissors

   b. Ice picks

   c. Tin cans

   d. Broken glass

   e. Broken metal toys

   f. Wooden toys that are splintered

2. Make sure all medicines and poisons are kept out of the child's reach

3. Remove skates, toys, and other items from stairways and walkways

   (NOTE: Over one-half of the household accidents are caused from falls.)

4. Keep drawers closed

5. Do not allow the child to play with matches or cigarette lighters

INFORMATION SHEET

6. Unplug irons, electric skillets, and other appliances when not in use

7. Keep window screens and screen doors closed and fastened

8. Do not let strangers in the house

9. Do not let a young child play outside by himself

   (NOTE: Do not expect a child under three to stay out of the street.)

10. Do not allow child to stand in the seat of a moving car

B. In preparing meals

   1. Keep handles of cooking utensils on the stove turned inward

   2. Wipe up spilled foods and liquids immediately

   3. Make sure burners are turned off when not in use

C. In bathing the child

   1. Use rubber mat in tub, when possible

   2. Use warm water but not hot

      (NOTE: Test bath water with elbow to make sure it is not too hot.)

   3. Never leave baby alone while in the tub

   4. Do not let child drink water from the tub

      (NOTE: Offer the child a drink from a cup of clean water.)

   5. Do not let child suck on the wash cloth

      (NOTE: Take the cloth away from the child if you need to. Then, complete the bath yourself.)

D. In dressing the child

   1. Make sure diaper pins are placed crosswise and fastened tightly

INFORMATION SHEET

2. Tie child's shoe laces securely

   (NOTE: They might come untied and cause the child to trip.)

3. See that the child's clothing does not bag so that it causes him to trip

VII. Other factors to consider in taking care of a child

A. Child's usual routine

(NOTE: It is important that he be fed, bathed, and put to bed at the same time as usual.)

B. Child's activities--Children need rest periods to regain their energy; a tired child may become cranky and misbehave

C. Signs of mischief--If a child gets quiet, see what he is getting into

D. Your personal activities

1. No personal phone calls

2. No guest without permission of employer

3. Eat only snacks employer has suggested

   (NOTE: Many employers do not mind if you do homework after the children are asleep. Remember that you are first responsible for the child's health and safety. Your own activities come second.)

VIII. The Baby Sitter's Pledge

"I have one of the most responsible jobs in the world.

I am in charge of a priceless possession.

From the moment I start my duties until the parents return, I will keep awake, alert, watchful.

I will be prepared to meet any emergency of accident or illness.

I will know how and where to call the doctor, the police, the fire department, and the place where the parents, near friends, or neighbors may be reached.

I will know how to properly care for simple burns, cuts, and bruises.

INFORMATION SHEET

When entering a strange home, I will take careful note of my surroundings, and will observe, and if possible correct, any condition that may cause an accident during my presence.

I will not permit my charges to play around stoves, electrical appliances, or upon stairways.

I will not permit them to play with matches, knives, or other sharp objects, or with unsafe toys.

I will feed my charges only what mother specifies.

I will lock all outside doors after parents leave, and will not open them to strangers.

I will faithfully follow other instructions.

I will not entertain friends without the permission of my employers.

I am fully aware that a child's life is in my hands.

I will do all in my power to protect that life."

CHILD CARE SERVICES
UNIT I
ORIENTATION

ASSIGNMENT SHEET #1--VOCABULARY

I. Define the following

A. Civic organization

B. Day care centers

C. Day care home

D. Duties

E. Employee

F. Employer

G. Hours

H. Infants

I. Nurseries

J. Salary

K. Toddlers

II. Discuss how each of the terms below refer to child care services

A. Transportation

B. Bowling alleys

C. Motels

D. Hotels

E. Private home

F. Churches

G. Apartment complexes

CHILD CARE SERVICES
UNIT I
ORIENTATION

ASSIGNMENT SHEET #2--RATE YOURSELF AS A CHILD CARE EMPLOYEE*

Check the column which best describes you

		Always	Usually	Sometimes	Never
1.	Honest				
2.	Shy				
3.	Mature				
4.	Happy				
5.	Dependable				
6.	Adaptable				
7.	Serious				
8.	Cooperative				
9.	Friendly				
10.	Reliable				
11.	Prompt				
12.	Alert				
13.	Sensitive				
14.	Kind				
15.	Even-tempered				
16.	Neat				
17.	Calm				

*(NOTE: Teacher should discuss the meaning of each of these words in relation to child care before the student attempts to complete this assignment sheet.)

CHILD CARE SERVICES
UNIT I
ORIENTATION

ASSIGNMENT SHEET #3--CASE STUDIES

Following are some situations with which a baby sitter might have to deal. Write what you would do in each situation.

1. If my employer has not mentioned payment for a baby sitting job, I would ____
____
2. If my employer asked what fee I charged, I would say
____
____
3. When sitting with children for the first time, I would do the following things: ____
____
4. When it is nearly a child's bed time, I should ____________
____
5. If a child tries to postpone bed time, I would ____________
____
6. After the child is asleep, I should ____________________
____
7. If I have a snack during the evening, I should ____________
____
8. If a child becomes ill, I must ______________________
____
9. If there is a serious accident, I must ____________________
____
____

CHILD CARE SERVICES
UNIT I
ORIENTATION

ASSIGNMENT SHEET #4--NECESSARY INFORMATION FOR CHILD CARE

1. Name of Children: ______________________________

   Phone numbers: (Place where they can be easily found and seen, preferably by the phone)

   Where parents may be reached: ______________________________

   Family Doctor: ______________________________

   Neighbor: ______________________________

   Police: ______________________________

   Fire Department: ______________________________

2. Obtain complete instructions from parents as to:

   A. Children's habits - bedtime and nap time

   B. Children's food - where food is kept and directions for preparing food

   C. Available toys

   D. Know how to light stove

   E. Are snacks allowed--and what

   F. How to fasten high chair securely

   G. Where clothing is kept

HEALTH, SAFETY, AND SANITATION
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care for the health and safety of children. The student should also be able to practice appropriate sanitizing procedures for a child care center. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with health, safety, and sanitation to the correct definitions.
2. Select from a list ways good health of children can be promoted.
3. Describe characteristics of a safe child care center.
4. Discuss why sanitation is important.
5. Discuss when to use handwashing procedures.
6. List items that need sanitizing in a child care center.
7. Select from a list guidelines for safety and sanitation in a child care center.
8. Describe conditions that can cause accidents.
9. Discuss ways to prevent accidents.
10. Complete immunization records.
11. Draw an emergency evacuation plan.
12. Describe use of fire extinguisher and alarm system.
13. Demonstrate the ability to
    a. Use correct handwashing techniques.
    b. Sanitize a kitchen.
    c. Sanitize a bathroom.

HEALTH, SAFETY, AND SANITATION
UNIT IV

INFORMATION SHEET

I. Terms and definitions

  A. Sanitation--Practice of maintaining clean and healthy conditions

  B. Microorganisms--Tiny living creatures of varing sizes and shapes which ordinarily cannot be seen with the naked eye

  (NOTE: Some microorganisms are germs that cause disease.)

  C. Hazard--Situation that could cause an accident

  D. Toxic--Poisonous substance

  E. Vermin--Insects, bugs, or small animals that are objectionable because they can be destructive or carry disease

  EXAMPLES: Flies, lice, rats

II. Ways good health of children can be promoted (Assignment Sheet #1)

  A. Clean and safe surroundings

  B. Nourishing foods

  C. Fresh air

  D. Exercise

  E. Rest and sleep

  F. Proper clothing

  G. Good relationships with caregivers and other children

  H. Immunizations

  I. Daily health checks

  (NOTE: Children can be checked quickly each day by a staff member who examines or observes the child for disease symptoms. Caregivers should also check for poor health habits such as dirty hands and face, and dirty hair and scalp. Lice can also be a problem. Information about lice can be obtained from your local health department.)

INFORMATION SHEET

J. Maintaining records

EXAMPLES: Telephone number of family and center-related doctors and other medical personnel; emergency telephone numbers of all hospitals in the area; telephone numbers of local poison center if available, procedures for securing ambulance, telephone numbers of police and fire stations; telephone numbers and names of each child's parents, guardians, relatives, or friends to be contacted in case of emergency

(NOTE: These should be posted at each telephone.)

K. Precautions taken if child becomes sick at center to avoid exposing other children to disease

L. Medication given as directed by doctor

III. Characteristics of a safe child care center (Assignment Sheet #3)

A. Supervision is ample, even during emergency situations

B. Children remain at center until responsible persons come to pick them up

(NOTE: Children should not be allowed to return to their homes alone nor be released to unauthorized persons.)

C. Outdoor play areas are fenced

D. Play areas are checked daily for harmful objects

E. Temperature, ventilation, and lighting are appropriate

F. Plan for escape from fire is known

G. Plan for storm emergency is known

H. Handrails on stairs are low enough for children

I. Stairways are well-lighted

J. Rugs are securely attached to floors

K. Traffic lanes and play areas are not blocked

L. Hot water faucets are clearly identified

M. Electrical outlets are covered

N. Transportation for study tour away from the center is approved by parents or guardians

O. Location and use of fire extinguishers and alarm system is known

INFORMATION SHEET

IV. Why sanitation is important (Job Sheets #1, #2, and #3)

- A. Prevents spread of contagious disease to workers and children
- B. Attracts business to center

  (NOTE: Word-of-mouth concerning epidemics from unclean practices travels fast and may reduce the number of customers; word of disease-free centers also travels fast and may attract customers.)

- C. Is required by health and licensing agencies

V. When to use handwashing procedures (Job Sheet #1)

(NOTE: The five most common methods of transmitting disease are the five fingers. Fingers carry microorganisms to the mouth, nose, and eyes, as well as to the noses and eyes of others.)

- A. Caregivers should wash hands
  1. When coming to work
  2. After going to toilet or toileting a child
  3. After wiping noses
  4. After changing diapers
  5. Before serving food
  6. Before and after brushing children's teeth
- B. Children should wash hands
  1. Before and after meals and snacks
  2. After toileting
  3. Before brushing teeth
  4. When soiled
- C. Cooks should wash hands
  1. After arriving at work
  2. When handling food or eating equipment
  3. After toileting
  4. After handling garbage

INFORMATION SHEET

5. After handling moist protein products

   EXAMPLE: After cutting up a chicken

6. After handling contaminated foods

VI. Items that need sanitizing in a child care center (Job Sheets #2 and #3)

A. Bathroom

(NOTE: There are a number of antibacterial powders and solutions available. The instructions on containers for floor coverings and equipment should be carefully followed to determine which product to use in a certain situation. Potty chairs should be sanitized after each use.)

1. Floor
2. Toilets
3. Sinks
4. Walls

   (NOTE: Walls may not need to be sanitized daily, but a schedule should be made to prevent neglect.)

B. Kitchen

(NOTE: Solutions containing chlorine are frequently used in the kitchen. Keep in mind that a bleaching effect is obtained, particularly on counter tops, with repeated use of chlorine.)

1. Floor
2. Equipment

   EXAMPLES: Cutting boards, can openers, grinders, blenders, mixers

3. Sinks
4. Counter tops
5. Storage areas
6. Garbage containers and lids
7. Dishwashers
8. Range and hood vents

   (NOTE: This will help prevent fires.)

INFORMATION SHEET

C. Classroom equipment and furnishings

(NOTE: Keep areas free from vermin and insects.)

1. Toys

2. Cots and/or cribs

   (NOTE: Sheets and covers should be changed as needed on cots. Infant and toddler crib sheets should be changed daily and whenever soiled. Cots can be washed down with a sanitizing solution and hose, then allowed to dry outdoors. A spray sanitizer can be used daily or as needed on the cots.)

3. Tables

4. Chairs and/or high chairs

5. Walls

   (NOTE: Scrub and sanitize as needed; keep in good repair.)

6. Floors

   (NOTE: Spot-clean and vacuum carpet stains immediately after soiling, according to manufacturer's instructions.)

7. Diaper-changing counters

8. Diaper containers and lids

9. Wading pools and water tables

10. Animal cages

VII. Guidelines for safety and sanitation in a child care center (Job Sheets #1, #2, and #3)

A. Store sanitation products to prevent children from reaching them

B. Store sanitation products away from dishes

C. Avoid mixing chlorine bleach and ammonia products

(NOTE: When these are mixed, a dangerous gas is formed. Chlorine leaves the water as a gas and its effect is lost.)

D. Use only the amount recommended by the manufacturer

E. Avoid using products to clean equipment for which they are not recommended

F. Use gloves to protect hands

INFORMATION SHEET

G. Avoid mixing hot water and chlorine bleach

H. Do not touch eating surfaces of dishes

EXAMPLES: Rims of glasses, centers of plates

VIII. Conditions that can cause accidents

A. Caregivers not familiar with routines and activities of children

B. Ill, tired, hungry, angry, or confused child

C. Lack of safe play areas

D. Presence of hazards

(NOTE: Children are fascinated by such things as open flames and electrical cords; hazards such as these should be eliminated from the center.)

EXAMPLES: No fences by busy streets, open heaters, sharp objects, bottles of medicine, cleaning supplies, or other poisonous substances; slippery floors, open electrical outlets

E. Staff members not prepared to manage young children, due to lack of knowledge or training

F. Space and equipment not planned to provide safety for children's activities

G. Routines not established so children know what is expected of them and what they can expect

H. Conflicts among staff members; staff members unhappy with their work or not feeling well

I. Poor transportation arrangements to and from the center

J. Ill or stressful parents

K. Inattentive caregivers

IX. Ways to prevent accidents

A. Outdoor accidents

1. Make sure drainage is adequate to eliminate standing water
2. Eliminate damp areas for safety in activities and to prevent bacteria and insect growth
3. Provide enough space for children to play
4. Make sure area is fenced
5. Check play area daily and keep free of harmful objects

INFORMATION SHEET

6. Supervise play
7. Make sure equipment is sturdy, has smooth edges and working parts, and is in safe condition for use by the children
8. Supervise water play closely; make sure water is shallow and changed daily

B. Equipment and toys

1. Provide equipment that is sturdy and in good repair
2. Provide equipment that is constructed to avoid pinched fingers and legs and that does not have hard-to-work parts
3. Place equipment where falls will be prevented and where equipment will not tip over

   (NOTE: Check licensing requirements for type of material that is required to be under climbing equipment.)
4. Use washers and nuts on all bolts to prevent bolts from loosening or protruding dangerously
5. Use closed hooks instead of open-ended hooks on things such as swing chains, where hooks can pull loose and allow the child to fall
6. Provide toys that are free of sharp wires, prongs, pins, or edges
7. Avoid toys made from materials that shatter into sharp slivers when dropped
8. Avoid toys that produce excessive amounts of heat or that are highly flammable
9. Avoid toys small enough to put in ears, nose, or mouth
10. Do not paint toys with toxic paint
11. Make sure toys and equipment are electrically safe

C. Matches

1. Store in a safe location
2. Teach children that matches are not toys

D. Poisons

1. Label all drugs and cleaning products
2. Read labels carefully before use
3. Store all potentially harmful products in their original containers

INFORMATION SHEET

4. NEVER leave medicines within reach or sight of children

5. Use cleaning fluids, paint, paint thinners, and removers in a well-ventilated room when children are not present

6. Keep containers of poisons locked or stored out of reach of children when not in use

7. Use insecticides sparingly to avoid inhaling mist or fumes

   (NOTE: Insecticides should not be used around food, bed coverings, or toys; they should not be used when children are present.)

8. Wash fresh fruits and vegetables thoroughly before serving

9. Prevent children from putting poisonous plants and tree parts into their mouths

E. Playing with pets--Demonstrate proper handling of pets and teach children how to love and care for pets

F. Transportation of children

1. Establish routines for children to enter and leave the center

2. Establish routines for children to enter and leave vehicles

3. Arrange for extra help when children are taken on study tour

4. Help children learn safety rules for crossing streets

5. Use restraint system that is correct for the size of the child

   EXAMPLES: Car seat; seat belt

G. Eye safety

(NOTE: The National Society for the Prevention of Blindness, Inc., lists the following as the major causes of eye injuries: Falls, cinders, blows, sharp objects, and weapons. It is up to the caregiver to make surroundings safe for children.)

1. Keep sharp instruments away from youngsters

2. Make sure toys and play equipment are suited to the child's developmental level

3. Supervise play

4. Teach children not to rub eyes with hands and fingers

5. Encourage parents to purchase eyeglasses with safety lenses for their children if glasses are necessary

6. Teach children to look away from the direct rays of the sun

HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #1--COMPLETE IMMUNIZATION RECORDS

NAME ______________________________ SCORE __________

Science has given the world the opportunity to prevent many deadly diseases by developing immunizations and vaccines. Small children should be given these immunizations at an early age and adults should keep their immunizations current by having boosters. In today's mobile society, accurate records should be kept and carried to new homes and physicians. As a caregiver of children, it is important for you to know how to fill these records out and to instruct parents how to keep a home record for the family. Using your own immunization information, fill out the following sample records. Maybe this would be a good time for you to update your own protection against disease.

IMMUNIZATION RECORD

PRIMARY IMMUNIZATONS

Age	Vaccines	Comments
Two Months	DPT & Polio	DTP--0.5 ml Diphtheria, Pertussis and Tetanus (Absorbed Type) administered intramuscularly
Four Months Six Months	DTP & Polio DTP & Polio	Polio--Trivalent Oral Polio Vaccine (TOPV)
15 Months	Measles Rubella (Mumps)	M-R--One dose (0.5 ml) of Measles/Rubella combined administered subcutaneously OR M-M-R--One dose of Measles/Mumps/Rubella combined administered subcutaneously
18 Months	DTP & Polio	These doses are considered to be an integral part of the primary immunization series

BOOSTER IMMUNIZATIONS

Age	Vaccines	Comments
Six Years	DTP & Polio	Should be given before school entry. Substitute 0.5 ml Td (Adult Strength) for children age seven and above
Every 10 Years	Td (Adult)	0.5 ml Td (Adult Strength) should be given intramuscularly at 10-year intervals to persons age seven and above

ASSIGNMENT SHEET #1

PRIMARY IMMUNIZATIONS

Vaccine	Date Given	Signature	Vaccine	Date Given	Signature
DTP-Dose 1			Polio-Dose 1		
DTP-Dose 2			Polio-Dose 2		
DTP-Dose 3			Polio-Dose 3		
Measles			Polio-Dose 4		
Rubella			Oklahoma Law requires no less than 3 DTP, one Measles, one Rubella and 4 Polio immunizations before school entry.		
Mumps					

BOOSTER IMMUNIZATIONS

Vaccine	Date Given	Signature	Vaccine	Date Given	Signature
DTP-Dose 4			Polio-Dose 5		
DTP-Dose 5			*		
Td-(Adult)			*		
Td-(Adult)			*		

DTP-Diphtheria-Pertussis-Tetanus

Td-Diphtheria-Tetanus

*Other Vaccine or Test

HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #2--DRAW AN EMERGENCY EVACUATION PLAN

NAME ______________________ SCORE __________

Getting out of a burning building and moving to a place of safety during a severe storm is frightening. It can also be hazardous if an emergency evacuation plan has not been developed or practiced.

PART I

In the space that follows, draw an emergency evacuation plan for your school from your present classroom. Next, draw an emergency evacuation plan to follow if the exit in Plan A was blocked by fire.

Plan A:

ASSIGNMENT SHEET #2

PART II

A. What factors did you consider in Plan A?

B. What factors did you consider in Plan B?

C. What additional factors would you consider if infants and toddlers were involved in the emergency evacuation?

ASSIGNMENT SHEET #2

D. What additional factors would you consider if an emergency occurred in the nap room?

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HEALTH, SAFETY, AND SANITATION
UNIT IV

ASSIGNMENT SHEET #3--DESCRIBE USE OF FIRE EXTINGUISHER AND ALARM SYSTEM

NAME ______________________________ SCORE ______________

Fire extinguishers and alarm systems vary depending on the brand, style, and type.

A. Examine a fire extinguisher in your school or classroom. Study its instructions and explain in the space below how the extinguisher is activated and used.

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B. What type of alarm system does your school have for reporting a fire or other emergency? ____

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C. Have you seen other types of alarm systems? If so, how do they work? ______________

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HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #1--USE CORRECT HANDWASHING TECHNIQUES

(NOTE: Handwashing procedures are essential for caregivers, children, and cooks in a child care facility. It is an essential preventive measure to insure the health of the children as well as the workers. Correct handwashing procedures can also help prevent center and personal embarrassment from an unsanitary reputation.)

I. Equipment

A. Liquid soap or bacteriostatic bar soap

(NOTE: A bar of soap may be a germ carrier if not rinsed carefully before returning to the soap dish. The bacteriostatic soaps containing hexachlorophene have an added advantage in reducing bacteria on the skin and should be used after changing a diarrhea diaper. There are some side effects that make it important to carefully follow directions on these soaps.)

B. Sink and running water

C. Paper towels

D. Containers for soiled towels

II. Procedure

A. Remove jewelry

B. Approach sink and lean slightly forward

(NOTE: Clothing should not touch sink and water should not splash clothing.)

C. Turn on water and adjust to warm temperature, then continue running throughout procedure

(NOTE: Faucets are available with foot pedals, elbow levers, and hand operated controls. Child care facilities usually have hand operated faucets.)

D. Wet hands with water

(NOTE: Hands should be held downward in the sink to drain water from elbows to fingertips. This carries bacteria away with the water. Avoid touching dirty sink and faucets.)

E. Apply soap

(NOTE: Liquid soap combines more easily with dirt and is more effective than bar soap. If bar soap is used, provide a soap dish that allows drying on all four sides, as moisture contributes to bacteria growth.)

JOB SHEET #1

F. Wash palms of hands

(NOTE: This step takes 30 seconds [30 strokes] for low contamination such as routine handwashing, or 60 seconds [60 strokes] after handling diarrhea diapers, wiping noses, contaminated garbage, or plates used by sick children. One hundred-twenty strokes is recommended when coming to work each day. Use friction, strong rubbing movements, and rotary, circular motions.)

G. Wash back of hands

(NOTE: Use a minimum of 10 rotary motions.)

H. Wash fingers and fingernails

(NOTE: Use a minimum of 10 rotary motions, interlacing fingers and thumbs and rotating back and forth.)

I. Rinse with running water; direct flow from wrists down to fingers, then down the drain

J. Again moisten wrists and forearms with soap and wash a minimum of 10 to 15 seconds per arm

K. Rinse arms and hands; make water drain from forearm to fingertips

L. Repeat steps D-K for highly contaminated situations

(NOTE: As an added precaution, use chlorine solution for washing hands.)

M. Inspect knuckles

N. Dry hands well with a paper towel

O. Apply lotion if needed

(NOTE: It is recognized that this much detail cannot always be followed in routine handwashing with children, but these principles can be learned by the children and perhaps be used after toileting and other high contamination times.)

HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #2--SANITIZE A KITCHEN

(NOTE: Kitchen cleanliness begins with the personal clothing, hair, hygiene, and cleanliness of the person working in the kitchen and the habits used in preparation and storage of food. This person must desire to prevent growth and spread of contagious or food-borne bacteria. Hair nets, scarves, hair spray, caps, and bands will have to be used according to requirements by investigating agencies in the center area or according to center policy. Sanitation in dishwashing, storage of dishes, counter tops, equipment, as well as on floors and in garbage containers are a part of the food service person's responsibilities. Be sure to use sanitizing solutions or powders recommended for the products and equipment being sanitized.)

I. Equipment

   A. Two-compartment sink and a dishpan, a three-compartment sink, or a home or commercial dishwasher

      (NOTE: It is recommended when constructing new centers that a three-compartment sink be considered even when there is a dishwasher installed, so that a crisis will not result when dishwasher repairs are delayed. It is also recommended that local health requirements affecting this equipment be checked.)

   B. Dishwashing detergent recommended for the equipment being used

   C. Sanitizing powder or solution recommended by manufacturer for specific techniques being used, or water temperature appropriate to sanitize

   D. Sponges or washcloths for hand-washing dishes, counters, and equipment

   E. Dish drainer

   F. Sanitized, non-absorbent surface where air can circulate underneath

II. Procedure for dishwashing

   A. Dishwashing with compartment sink and/or dishpan

      (NOTE: Regardless of the method used to wash dishes, there should be a washing step, a rinsing step, and a sanitizing step.)

      1. Scrape dishes and stack in this order--Glassware, silverware, china, serving pieces, and pots and pans
      2. Clean sinks
      3. Wash hands
      4. Prepare warm, soapy water in one sink, hot water in the middle sink, and lukewarm sanitizing solution (usually chlorine prepared by manufacturer's directions) in the right sink or dishpan
      5. Wash dishes in warm, soapy water

JOB SHEET #2

6. Rinse dishes in middle sink

7. Sanitize in right sink or dishpan for two minutes

   (NOTE: When sanitizing by heat, temperature must be at 170°F and dishes must remain at that temperature for the same length of time as required when using chlorine sanitizing products.)

8. Let dishes dry in drainer before storing

   (NOTE: Never towel-dry dishes, this will contaminate them.)

B. Dishwashing with a home or commercial dishwasher

1. Scrape and rinse dishes

2. Load dishwasher according to manufacturer's directions

3. Use dishwashing soap according to the manufacturer's directions

4. Add chlorine for sanitizing when using dishwashers with a sanitizing feature

5. Run dishwasher for the full wash, rinse, and sanitizing cycles

   (NOTE: Heat-drying must be a dishwasher feature to be acceptable for sanitizing by heat. Temperature must be held at 170°F.)

6. Remove dishes to sanitized storage, do not wipe with a cloth

   (NOTE: Sanitizing by hot water is obtained by heating water a minimum of 145°F and holding for a specific length of time. In home dishwashers, this must be 145°F for 30 minutes. One home dishwasher is needed for every 20 children in a center to allow for dishwashing, sanitizing, and drying time needed. In most commercial dishwashers, water temperature is 180°F. With a special hot water booster that can be purchased at a restaurant supply company, this temperature can be obtained.)

III. Procedure for storing sanitized dishes and equipment

(NOTE: Once dishes are sanitized, it is important not to contaminate them before use by towel-drying, dirty hands, or unclean storage surfaces.)

A. Begin with a sanitized, non-absorbent surface where air can circulate underneath

EXAMPLES: Plastic mesh purchased at restaurant supply company; rubber mat with high and low ridges

B. Store cups and glasses with bottoms up

C. Categorize flatware

(NOTE: If flatware is self-served, place in containers with handles out.)

HEALTH, SAFETY, AND SANITATION
UNIT IV

JOB SHEET #3--SANITIZE A BATHROOM

I. Equipment

   A. Floor mop

   B. Bucket or sink

   C. Sanitizing powder or solution as required for particular situation

      (NOTE: A combination of powder and solutions may be best for most cleaning jobs.)

   D. Toilet brush

   E. Floor brush and/or fine steel wool

   F. Sponge, washcloth, or paper product to scrub and dry equipment

II. Procedure

   A. Sinks

      1. Read manufacturer's directions for cleaning product to be used

      2. Follow directions for mixing and use

      3. Rinse sinks

      4. Use paper towel and dry areas around sink to prevent bacterial growth

         (NOTE: Sinks should be the last to be sanitized in the bathroom if it is used to clean other areas of the bathroom.)

   B. Toilets

      1. Read manufacturer's directions for products selected

      2. Flush toilet to moisten all areas for cleaning

      3. Apply cleaning products and scrub with toilet brush

      4. Flush toilet again and add sanitizing agent according to manufacturer's instructions

         (NOTE: Some cleaning products may clean and sanitize at the same time, which makes only flushing necessary.)

JOB SHEET #3

5. Prepare sanitizing solution in a pan or bathroom sink to clean other areas; follow manufacturer's instructions

   (NOTE: The solution used in the bathroom may also be used to sanitize baseboards and for periodic cleaning in other areas of the child care facility, such as playrooms, chairs, and work tables.)

6. Wash seat, tanks, toilet cover, and base with solution, using sponges, washcloths, or paper products

   (NOTE: To protect hands from the cleaning and sanitizing solutions, you might want to use rubber gloves.)

7. Rinse and dry with paper towels to prevent bacterial growth

   (NOTE: Do not re-use paper towel.)

C. Floors

1. Read manufacturer's directions for products selected; choose a product that is recommended for the type of floor being cleaned

   (NOTE: Chlorine products will soften and deteriorate some floor coverings. Never use chlorine and water solutions on carpets.)

2. Vacuum or sweep floor

3. Clean corners and crevices around toilets with cleaning solution and brush or fine steel wool, if there is wax or dirt buildup

4. Mix a mop water solution according to directions

5. Mop floor with solution; wipe carefully around base of stools by hand if necessary

6. Rinse and allow to dry

GUIDANCE AND DISCIPLINE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to guide and discipline children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with guidance and discipline to the correct definitions.
2. Match ways children learn behavior to the correct descriptions.
3. Select from a list common goals of children's misbehavior.
4. Select from a list helpful guidance techniques.
5. Match elements of guidance and discipline to the correct descriptions.
6. Distinguish between common guidance and discipline approaches.
7. Select from a list facts to consider concerning discipline.
8. List techniques used in discipline.
9. Observe caregiver's guidance and discipline techniques.
10. Recommend ways to verbally guide children.
11. Recommend ways to guide children through action.
12. Distinguish between acceptable and unacceptable discipline techniques.
13. Recommend ways to discipline children.

GUIDANCE AND DISCIPLINE
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Guidance--Leading or directing behavior

  B. Discipline--Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

  (NOTE: Disciplining does not mean punishing.)

  C. Conscience--Awareness of one's own conduct, intentions, or character, combined with a feeling of obligation to do the right thing or behave well

II. Ways children learn behavior

  A. Imitation--Modeling their behavior after someone they identify with

  B. Reinforcement--An approach used to strengthen a particular behavior

  C. Insight--Being able to think and reason in order to understand

  (NOTE: Insight promotes understanding and is directly related to where the child is in his or her cognitive development.)

III. Common goals of children's misbehavior

  A. Attract attention

  B. Gain approval and recognition

  C. Feel important

  D. Prove abilities or compensate for weaknesses or failures

  E. Gain power

  F. Retaliate

IV. Helpful guidance techniques (Assignment Sheet #1)

  A. Use loving guidance

  (NOTE: When children are afraid, they become tense and nervous, and are less able to take part in activities.)

  B. Focus on "dos" instead of "don'ts"

  (NOTE: Say, "Just look" instead of "Don't touch.")

  C. Build confidence

  (NOTE: A child who has self-confidence approaches tasks eagerly and is willing to try new things.)

INFORMATION SHEET

D. Change the environment to change behavior

(NOTE: Study causes of misbehavior, and if there is something in the environment that causes misbehavior often, try to modify the environment.)

E. Define the child's boundaries

(NOTE: A child will be more cooperative if allowed to make decisions within the limits of the boundaries.)

F. Accept the child's decision if you give a choice

G. Set a good example

H. Listen to the child for clues to behavior

I. Listen to yourself

(NOTE: This will help you evaluate the guidance and discipline approaches that you are using.)

J. Give directions in as few words as possible, using very simple language

K. Use a quiet, confident tone of voice when speaking to children

L. Think ahead

(NOTE: Consider decisions you make and how they will affect the child's growth and development.)

M. Set up a routine to help children know what is expected

N. Initiate activities so children will be willing to participate

O. Plan care program

(NOTE: Plans should be completed in advance of each quarter and should include time for children to interact as they wish.)

P. Be firm and consistent

Q. Help children release aggressive feelings

EXAMPLE: Provide physical activities such as pounding blocks, soccer, or balloon designed for hitting

R. Make desirable behavior attractive, interesting, and rewarding

S. Help children accept the consequences of inappropriate behavior

T. Prevent children from injuring themselves or others

U. Provide activities that do not require all children to do the same thing

INFORMATION SHEET

V. Organize small groups of children for activities and play

W. Get down to the child's level, both physically and verbally, when communicating

X. Let the child learn to be independent

Y. Provide transitional activities

Z. Remember that children have short attention spans

AA. Maintain consistent rules or limits

(NOTE: There should be as few rules as possible; a child will learn quickly if you are firm and matter-of-fact in maintaining limits or rules.)

BB. Refrain from becoming involved in a power struggle with children

(NOTE: No one will win. Differences can be resolved without victory or defeat.)

V. Elements of guidance and discipline

A. Education--Teaching children what is expected

B. Positive reinforcement--Encouraging, praising, approving, and giving special recognition to children upon accomplishment or attempt of doing what is expected

C. Punishment--Imposing a penalty for misbehavior

(NOTE: Discipline suggests punishment that is intended to help you gain control of the child and help the child establish self-control. It does not imply spanking or other forms of physical abuse.)

VI. Common guidance and discipline approaches

A. Authoritarian

1. Little or no stress is put on explanations
2. Children are expected to accept rules without question
3. Rewards are not given often for fear of spoiling the child
4. Physical punishment is given for misbehavior without any attempt to find out cause of misbehavior

B. Permissive

1. Few rules are set and little guidance is given
2. Children are expected to get satisfaction from the social approval good behavior brings

INFORMATION SHEET

3. Children learn, from the results of the misbehavior, that they have done the wrong thing

C. Authoritative

(NOTE: This is sometimes referred to as the democratic approach.)

1. Stress is on explaining rules and the reasons for them
2. Rules are repeated until children learn them
3. Praise is used freely for correct behavior, or children's attempts to do what they know is expected
4. Other rewards are given for repeated good behavior
5. Punishment is saved for purposely misbehaving
6. Children are given a chance to explain why they misbehaved before punishment is decided
7. Physical punishment is rarely used; instead, punishment is directly related to the misbehavior

VII. Facts to consider concerning discipline

A. When disciplining, be firm, but loving

B. Be consistent

C. If a child engages in unsafe play, stop the play and explain why it was stopped; then, show the child what he/she may do

D. If the child gets angry, be firm and do not get angry in return

(NOTE: Power struggles should be avoided.)

E. Let children handle their own conflicts whenever they can

(NOTE: Children learn from having conflicts and settling them constructively.)

F. When attempting to settle a conflict, speak quietly; get the children's attention first and call them by name

G. If conflicts are repeated, observe closely to see at what point the difficulty starts, and help the children change what they are doing at that point

H. If punishment is necessary, be sure it is not more severe than the misbehavior

I. Correct children immediately after they misbehave

J. Tell children why they are being disciplined

INFORMATION SHEET

K. Be calm when talking to children about their misbehavior

L. Let children know your love for them does not stop because they have done something wrong

EXAMPLE: Tell John that you love him, but that you dislike what he did

VIII. Techniques used in discipline (Assignment Sheets #2, #3, #4, and #5)

A. Disapproval

B. Ignoring the child or behavior

(NOTE: If the behavior is a means for gaining attention, ignoring the child or the behavior may help; there are certain types of behavior that cannot be ignored.)

C. Deprivation of special privileges

EXAMPLE: Missing a favorite TV program

D. Isolation with support

(NOTE: Isolation is effective since most children do not like to be alone; isolation, as punishment tends to be poor if the child is shy or lacks self-confidence.)

EXAMPLES: Child sitting in a chair or being sent to his/her room

(CAUTION: Dark places, standing in a corner, or prolonged isolation should not be used.)

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #1--OBSERVE CAREGIVER'S GUIDANCE AND DISCIPLINE TECHNIQUES

NAME ______________________ SCORE ______________

The goal of guiding and disciplining children is to help them learn what is acceptable and what is not so they will choose acceptable behavior on their own. As you observe guidance and discipline techniques used by a caregiver, you will have a chance to learn more about children and how guidance and discipline contributes to their overall development and growth.

Use unit information and other resources to help you complete this assignment sheet. Take time to discuss your observation as a class afterward. Keep in mind that observation reports are confidential.

Experience of caregiver-- ______________________________

Number of children present-- ____________ Number of adults present-- ____________

Date-- ______________________ Time of observation-- ____________

Length of observation-- ______________________________

PART I

Describe as many situations as possible in which there was evidence of the caregiver using the following guidance techniques.

A. Using loving guidance-- ______________________________

____

____

____

____

B. Focusing on "dos" instead of "don'ts"-- ______________________________

____

____

____

____

ASSIGNMENT SHEET #1

C. Building feelings of confidence--

D. Changing the environment to change behavior--

E. Defining the child's boundaries--

F. Accepting the child's decision if a choice is given--

G. Setting a good example--

H. Listening to the child--

I. Listening to self--

ASSIGNMENT SHEET #1

J. Giving directions in as few words as possible, using very simple language--

K. Using a quiet, confident tone of voice when speaking to children--

L. Thinking ahead--

M. Setting up a routine to help children do what is expected--

N. Initiating activities so the children will be willing to participate--

O. Planning care program--

ASSIGNMENT SHEET #1

P. Being firm and consistent-- ______

Q. Helping children release aggressive feelings-- ______

R. Making desirable behavior attractive, interesting, and rewarding-- ______

S. Helping a child accept the consequences of bad behavior-- ______

T. Preventing children from injuring themselves or others-- ______

U. Providing activities that do not require all children to do the same thing-- ______

ASSIGNMENT SHEET #1

V. Organizing small groups of children for activities and play--

W. Getting down to the child's level, both physically and verbally, when communicating--

X. Letting the child learn to be independent--

Y. Providing transitional activities--

Z. Remembering that children have short attention spans--

ASSIGNMENT SHEET #1

PART II

Describe as many situations as possible in which there was evidence of the caregiver using the following techniques in disciplining.

A. Disciplining with firmness and love--____________________

B. Stopping unsafe play, explaining why it was stopped, then showing the child what he/she may do--____________________

C. Being firm when the child gets angry and not getting angry in return--__________

D. Letting children handle their own conflicts whenever they can--__________

E. Speaking quietly when attempting to settle a conflict; getting the children's attention first and calling them by name--____________________

ASSIGNMENT SHEET #1

F. Observing closely if conflicts are repeated to see at what point the difficulty starts and helping the children change what they are doing at that point--________________

G. Making sure, if punishment is necessary, it is not more severe than the misbehavior--___

H. Correcting immediately after the misbehavior--________________

I. Informing the children why they are being punished--________________

J. Being calm when talking to children about their misbehavior--________________

K. Letting children know love for them does not stop because of the misbehavior--_____

ASSIGNMENT SHEET #1

PART III

A. What guidance and discipline approach did the caregiver follow most closely?

____

List examples that support your belief that the caregiver followed this approach.

____

____

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B. List ways you feel the caregiver did a good job guiding the children's behavior.

____

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C. List ways that you feel the caregiver did a good job disciplining the children.

____

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GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #2--RECOMMEND WAYS TO VERBALLY GUIDE CHILDREN

NAME ______________________ SCORE ______________

Described in this assignment sheet are several situations typical of children. Read the situations carefully and recommend the caregiver's verbal guidance that should follow. Refer to unit information and keep the following points in mind.

--Positive directions and suggestions should be made
--Short, clear, meaningful sentences should be spoken
--Choices should be given only when children have choices
--One should speak slowly and clearly
--One should avoid shaming or blaming children
--Comparisons should not be made between children
--Children should be directed according to motives, interests, and needs
--Approval should be given when deserved
--Favoritism should be avoided

PART I

Write your recommendation for ways to verbally guide children in each of the following situations.

SITUATION I

Amy, age 4, opened the gate at the care center and ran into the street.

How could the caregiver verbally guide this situation? ______________________

ASSIGNMENT SHEET #2

SITUATION II

Cory demands to play with the football that Sam is playing with. He grabs it and says, "Give it to me."

How could the caregiver verbally guide this situation?

SITUATION III

Carlos, age 3, refuses to sit in the story circle.

How could the caregiver verbally guide this situation?

SITUATION IV

Tom, age 9, throws food during after-school snack time.

How could the caregiver verbally guide this situation?

ASSIGNMENT SHEET #2

PART II

Each of the following statements are poor examples of verbal guidance. Study these examples and correct the statements in the spaces provided.

INCORRECT STATEMENTS	CORRECT STATEMENTS
"Oh, aren't you going to drink your milk?"	A.
"Don't water the flowers so much."	B.
"No, you can't go to the party until after you rest."	C.
"Don't go out in the street."	D.
"That picture doesn't look much like a dog."	E.
"Be careful. You are going to spill that water."	F.

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #3--RECOMMEND WAYS TO GUIDE CHILDREN THROUGH ACTION

NAME ______________________________ SCORE ____________________

Described in this assignment sheet are several situations typical of children. Read the situations carefully and recommend the caregiver's action in guiding children's behavior. Refer to unit information and keep the following points in mind.

--Give children help only when needed
--Prevent problems by planning activities and manipulating equipment and the environment
--Maintain limits by making sure children understand limits
--Realize that children will test limits
--Be consistent, but be flexible when necessary
--Be cheerful and happy around children
--Be alert to the children you are responsible for
--Make your primary concern health, safety, and development of the children
--Be concerned about how the children are developing in the center

Write your recommended actions for the caregivers to use in guiding children in each of the following situations.

SITUATION I

Nada, age 5, who is jumping on trampoline, jumps too close to the edge.

How could the caregiver guide children through action in this situation?______________

____

____

____

____

SITUATION II

Becky, age 4, climbs too high in the tree.

How could the caregiver guide children through action in this situation?______________

____

____

____

____

ASSIGNMENT SHEET #3

SITUATION III

Byron, age 4 and Paul, age 5 are throwing sand at each other.

How could the caregiver guide children through action in this situation?

SITUATION IV

Three children are riding in the rocking boat. Tom walks up to the boat and asks to join them. The children say there is not room.

How could the caregiver guide children through action in this situation?

SITUATION V

Lisa, age 3, comes to school with a very sad look on her face.

How could the caregiver guide children through action in this situation?

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN ACCEPTABLE AND UNACCEPTABLE DISCIPLINE TECHNIQUES

NAME______________________________ SCORE ____________________

There is a fine line between discipline that is acceptable and discipline that is unacceptable. Study each of the following remarks. Label those that you feel are acceptable with an "A" and those you feel are unacceptable with a "U" in the blanks before each statement.

_____A. "No, you cannot go next door to play with Heather because it is time for dinner."

_____B. "You should not have left your bicycle in the driveway. It's all you fault that it got run over. I'm going to see to it that you never get another bicycle."

_____C. "No, you cannot have this toy or any other toy in the store because you have been bad."

_____D. "You broke my favorite dish. Now YOU stay in the house and watch your baby brother while I take a bath."

_____E. "You cannot watch TV until you have picked up all of your toys."

_____F. "You almost hurt your baby brother. If you do that again, I will spank you."

_____G. "I found your new roller skates outside in the yard this morning. You'll have to learn to take better care of your things. You will have to play with something else today."

_____H. "You should have come when I called. We won't have time to go get ice cream now."

_____I. "You naughty boy. You should never color on the wall."

_____J. "Keep away from that dog. He may bite you."

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #5--RECOMMEND WAYS TO DISCIPLINE CHILDREN

NAME ______________________ SCORE ______________

Knowing how to discipline in a positive way is an important skill to develop. Each of the following situations requires some type of action on the part of the caregiver. Describe what you would do in each situation.

SITUATION I

Sally, age 5, kicks another child playing in the housekeeping center.

What you would do-- ____

SITUATION II

A group of children, age 4 are saying, "Poo, poo, poo" at the lunch table.

What you would do-- ____

ASSIGNMENT SHEET #5

SITUATION III

Douglas, age 7, and Susie, age 6, are playing demolition derby with the center's cars and trucks.

What you would do--

SITUATION IV

Betty, age 7, is repeatedly tapping her spoon on the lunch table.

What you would do--

INFANT CARE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to give care to ensure that the infant's needs are met. This knowledge will be shown by completing the assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with infant care to the correct definitions.
2. List the basic needs of all infants.
3. Select from a list responsibilities of infant caregivers.
4. Discuss the importance of lifting and holding an infant carefully.
5. Select from a list factors to remember when feeding an infant.
6. Select from a list factors to remember when bathing an infant.
7. Select from a list things to consider when selecting an infant's clothing.
8. List influences that help develop good infant sleep habits.
9. List ways to communicate with an infant.
10. List things to check for if infant fusses.
11. Describe actions to take for common infant illnesses.
12. Complete a chart of activities that stimulate infants.
13. Determine when to introduce foods to an infant.
14. Compare types of infant clothing.
15. Compare costs of diapers.
16. Develop a daily schedule for an infant.
17. Research licensing standards for infant caregivers and care centers.

OBJECTIVE SHEET

18. Demonstrate the ability to
    a. Lift and hold an infant.
    b. Bathe an infant.
    c. Diaper an infant.
    d. Dress an infant.
    e. Prepare formula.
    f. Feed a baby from a bottle.
    g. Introduce solid foods to an infant.

INFANT CARE
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Infancy--Early childhood from birth to twelve months; child is referred to as a baby

   B. Development--Gradual growth to full maturity

   C. Postnatal--After birth

   D. Hygiene--Observance of health rules and requirements

   E. Stimulation--Presentation of new and familiar objects and situations

II. Basic needs of all infants

(NOTE: Personality traits grow out of how well and the extent to which basic needs are met.)

   A. Physical care

   EXAMPLES: Food; protection from injury; relatively constant environment; alternate rest and activity

   B. Security

   (NOTE: Security needs tend to be satisfied through routines such as talking to child; regular times for sleeping, playing, bathing; and being fed according to individual needs. Security is also provided by the consistent presence of parents and caregivers--there is security in the familiar.)

   C. Sense of belonging and love

   (NOTE: At all ages, human beings need to feel they are wanted and appreciated for themselves and not for what they can do for others. The feeling of belonging and being loved may be supplied by the adult or caregiver by knowing what reasonable expectations are and allowing for different, but normal, developmental rates. Love is expressed to infants through attention, consistent communication, and a great deal of touching and affection. Studies have shown that infants can not survive without love and affection.)

III. Responsibilities of infant caregivers (Assignment Sheets #4 and #5; Job Sheets #3 and #4)

   A. Carry out parents' instructions for infant's feeding schedule

   (NOTE: This schedule is set at home and needs to be carried out according to parents' instructions.)

INFORMATION SHEET

B. Report infant's responses to feedings to parents

EXAMPLES: How much the child ate; whether he or she seemed "colicy;" what foods the child liked best; what foods that the child would not eat

C. Assist parents when they have questions

(NOTE: You may be asked for your opinion on baby's health and welfare; it is important to discuss concerns with your supervisor to help you find ways to help the parents.)

D. Report the infant's diaper changes to parents

E. Change diapers regularly and care for problems such as diaper rash

F. Report problems, such as diarrhea or diaper rash, to parents

G. Bathe or wash infant

H. Keep environment at a constant temperature so the infant will not be too hot or too cold

I. Provide a safe environment

EXAMPLES: Keep objects or medicines that could be swallowed or that would hurt the infant out of reach; see that the infant does not get hurt in regular activities, such as squirming, reaching, grasping, or crawling

J. Provide time for the infant to rest and sleep

K. Report changes in the infant's behavior to parents

EXAMPLES: More crying than usual; less activity than usual; a flushed appearance

L. Provide infant with play and stimulation

(NOTE: The baby begins to know the world--colors, shapes, and patterns--through play and stimulation.)

M. Express loving concern to infants

(NOTE: Infants are aware of things, such as relaxed holding, body odors, tone of voice, and other signals of being cared for, by someone he or she is important to in a special way.)

N. Be consistent in rules set by parents

(NOTE: These rules should not vary without reason.)

INFORMATION SHEET

O. Communicate with infant

(NOTE: Consistent verbal and nonverbal communication must take place for a child to grow and learn.)

IV. Importance of lifting and holding an infant carefully (Job Sheet #1)

A. Infants learn to know adults and the world by the way they are held and handled

B. Gentle handling teaches children that the world is a good place to be and that they are loved

(NOTE: An infant may become angry or frightened by rough handling.)

C. Infant's spine and head need support; AVOID LIFTING INFANT BY ARMS

D. Infants need the close contact of being held

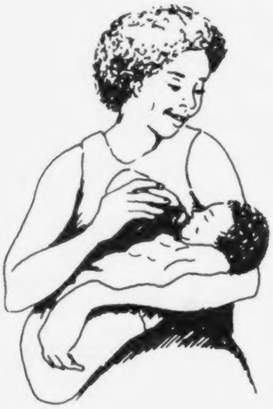
V. Factors to remember when feeding an infant (Assignment Sheet #1; Job Sheets #5, #6, and #7)

A. Handle bottles containing formula or expressed breast milk carefully; label with date and infant's name, and refrigerate until used

B. Avoid propping bottles during feeding

(NOTE: Propping the bottle can be dangerous if the baby goes to sleep and stops swallowing. Physical contact associated with cuddling, warmth, and the heartbeat is a factor in development of a positive self-concept; see Figure 1.)

FIGURE 1



INFORMATION SHEET

C. Select appropriate form of food

EXAMPLES: Liquid (milk, formula); semi-solid (baby food, junior foods); solid (foods in their natural state or as normally served to adults)

D. Give small amounts of new foods at first

(NOTE: It is wise to introduce a new food along with one that is liked or when infant is hungry; spitting out a new food is a natural reaction and does not necessarily mean dislike.)

E. Expect a "mess" when feeding infants

(NOTE: Children will want to "handle" foods. They will learn what foods "feel" like and from there learn self-feeding.)

F. Encourage children to feed themselves as soon as possible

G. Avoid forcing food

(NOTE: Infants' appetites vary; the amount of food needed depends upon the age and weight of the child. It is easy to over-estimate the amount a tiny stomach can hold.)

H. Place unneeded contents of bottles and baby food jars in refrigerator before feeding from other containers

I. Burp infant as necessary

J. Be positive

(NOTE: An infant reacts to tenseness or uncertainty of the person doing the feeding; also, an adult's likes and dislikes for certain foods may be transferred to the child.)

K. Avoid new foods when there are major changes occurring in the baby's life

L. Consider food allergies

M. Change arms to aid eye development of infant

VI. Factors to remember when bathing an infant (Job Sheet #2)

A. Set aside a regular bath time each day

(NOTE: It is recommended that this be a relaxed time for both the infant and the person bathing the child.)

B. Complete the bath before allowing infant to play in water

C. Select a sturdy working surface

(NOTE: Infants are quick to sense insecurity.)

INFORMATION SHEET

D. Remain with infant CONSTANTLY while he/she is in the tub

E. Discourage climbing or standing while bathing

F. Provide a warm place with no drafts

G. Check temperature of water with elbow

VII. Things to consider when selecting an infant's clothing (Assignment Sheets #2 and #3)

A. Styles are simple

B. Construction gives freedom for arms and legs

(NOTE: Children's clothing should have large openings for the head without tight bands. Avoid clothing with strings around neck openings to prevent strangling.)

C. Launders easily

D. Weight is appropriate for room temperature and season of year

E. Fasteners are tightly secured

F. Clothing is sturdy and comfortable

G. Infant is not allergic to fabric

H. Clothing has growth features

EXAMPLES: Adjustable straps; duplicate rows of fasteners

I. Cost is reasonable

J. Opening for the head is large

K. Bands for arms, legs, or neck are not tight

VIII. Influences that help develop good infant sleep habits

A. Good ventilation

B. Constant temperature

(NOTE: Temperature of the sleeping room should be 60°-72°F [16°-20°C].)

C. Separate and consistent sleep area

D. Familiar objects, such as a soft toy or blanket

INFORMATION SHEET

E. Regular routines

EXAMPLES: Undressing, bathing, and a story

F. Regular sleep times

G. Use of bed/crib for sleeping only, not as a playpen

IX. Ways to communicate with an infant

(NOTE: Communication must be consistent for infants to grow and learn.)

A. Verbal

1. Talking
2. Singing
3. Reading
4. Repeating sounds baby makes

   (NOTE: Refrain from using "baby talk"; instead, repeat sounds that baby makes. This will encourage language development.)

B. Nonverbal

1. Holding
2. Touching
3. Smiling
4. Eye contact
5. Reactions of adults or caregivers

X. Things to check for if infant fusses

A. Soiled diaper

B. Need for change in position

EXAMPLE: The infant may simply need to turn over

C. Need for physical contact

EXAMPLES: Holding, touching, or talking

D. Illness

E. Temperature

INFORMATION SHEET

F. Need for food

(NOTE: Feeding schedules should be consulted to avoid overfeeding.)

G. Need for liquids

H. Need for burping

XI. Actions to take for common infant illnesses

A. Fever

1. Take rectal temperature to find temperature
2. Notify parent if rectal temperature is 101°F or above
3. Inform parent of other symptoms
4. Loosen clothing
5. Give liquids

B. Cold/upper respiratory infection--Notify parent if infant develops a fever, sore throat, or an earache

(NOTE: The most common disease of infants is probably colds; this can make the infant very uncomfortable by causing a cough, stuffed or runny nose, or an earache.)

C. Ear infection--Notify parent

(NOTE: An ear infection is observable by redness around ear and by the infant tugging at ear.)

D. Constipation--Inform parent and increase fluid intake

(NOTE: Some babies have fewer bowel movements than others--sometimes only every second day; as long as the movement is of normal size, soft, and passed easily, everything is all right. Constipation is often caused by diet.)

E. Diarrhea--Notify parent if baby has more bowel movements than usual or if the stool is looser than usual, is watery, or has an unusual odor or color

(NOTE: Check diet to make sure foods are not being fed that cause diarrhea.)

INFORMATION SHEET

F. Colic

(NOTE: Colic causes sharp pains in the infant's abdomen. The infant usually screams and stiffens or pulls up his/her legs; colic is very frustrating for caregivers and very painful for the infant, but it is not serious. These symptoms may also be present in more serious illnesses.)

1. Make sure baby is burped after feedings
2. Make sure baby is not getting milk too fast, causing him/her to gulp
3. Position baby on stomach
4. Notify parent if the symptoms are is severe and persistent

G. Spitting up--Mention to parent to consult doctor at routine checkup

(NOTE: This occurs because the muscle valve at the upper end of the stomach does not stay closed as well in infants as in older children; it happens with almost any movement of the baby.)

H. Vomiting--Notify parent if vomiting becomes frequent or is unusual

I. Rashes--Inform parent

(NOTE: Babies are often subject to skin rashes such as prickly heat, diaper rash, hives, and eczema. The obligation of the care center is to require a doctor's release report before readmitting infant to center to avoid spreadng of infectious rashes.)

J. Thrush--Notify parent

(NOTE: Doctor will prescribe treatment to clear up the condition quickly. This is a fungus infection that appears as milky white patches inside the baby's mouth.)

K. Cradle cap--Clean scalp with baby oil and then comb or shampoo out the softened scales

(NOTE: Cradle cap is identified through scaly patches on the infant's scalp. This mild disorder is common in the early months.)

INFORMATION SHEET

XII. Activities that stimulate infants

(NOTE: These are only a few activities that can be carried out with infants. Keep in mind that games and toys can be made or purchased.)

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Newborn	Place baby on firm mat	Gives baby a chance to practice kicking and moving arms and legs
	Change baby's position in crib from stomach to back to carry-all	Allows baby to practice moving arms and legs in different positions
	Hang toys on side of crib	Encourages baby to turn head
	Place finger or rattle in palm of baby's hand	Helps develop finger strength and coordination
	Play radio for baby	Helps baby learn different sounds
	Move a penlight back and forth	Encourages baby to move head and follow light with eyes
	Hang mobile over baby's crib	Gives baby early experiences with sight and sound
One month	Talk to baby as you hold him/her	Helps develop head control when baby picks up head to listen
	Move baby's legs up and down while baby is on stomach	Helps develop coordination when baby picks up head while kicking feet
	Move plate puppet in and out of sight	Provides experience in focusing on a face
	Provide a feel-mitt	Gives baby experience with feel and awareness of body
Two months	Move baby's arms as you sing	Helps baby develop a sense of own body
	Let baby hear different sounds	Gives baby opportunity to distinguish different sounds
	Provide baby a feel toy	Helps baby associate sight and feel
	Let baby wear wrist bands	Helps baby develop body awareness
	Let baby watch hand and finger puppets	Gives baby practice in using eyes

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Three months	Place baby on floor with the palms of your hands against the soles of his/her feet allowing him/her to ease forward	Gives the baby an opportunity to learn how to crawl
	Play a sit-up game	Strengthens the baby's stomach muscles
	Give baby a cradle gym	Encourages coordination and provides interest
	Place baby under a tree	Provides sounds for listening and things to watch
	Provide a spool necklace	Gives baby practice in reaching and manipulating
	Give baby a feel glove	Allows infant to recognize texture differences
Four months	Place sock puppets on baby's feet	Provides something of interest for baby to watch and will encourage him/her to catch a foot
	Give baby practice grasping	Allows baby to adjust grasp according to toy
	Place toys out of reach	Encourages baby to move
	Give baby a bean bag	Provides practice in reaching and grasping
	Give baby a cup clacker	Gives baby a chance to discover that he/she can make interesting noises
Five months	Provide baby a slide made from a plastic tray and pillow	Helps baby gain balance and control
	Attach rings to crib head	Allows baby to learn to grasp and pull forward
	Give baby a shiny toy	Allows baby to see self, pat, roll, and bang
	Put boat in bath	Makes bath more fun in addition to encouraging looking and reaching in the bath
	Show baby a horse hand puppet	Gives baby a chance to try to catch the puppet

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Six months	Play piggy back game	Helps baby develop balance and control in addition to looking at the world from a different perspective
	Use baby chair for feeding	Allows baby to pick up finger foods
	Give baby a busy box in crib	Provides new activities for baby
	Hide toy under blanket	Allows baby to pull blanket and grasp toy
	Give tin can cymbals	Gives baby practice using both hands in a grasping activity
	Make happy face and cross face masks	Helps baby distinguish between a happy face and a cross face
Seven months	Attach ribbon to toy	Allows baby to make toy dance
	Give baby two toys and show how to bang them together	Allows baby to make noise and learn coordination
	Name toys for baby	Helps baby learn simple names for things
	Show baby pictures and read to him/her	Assists in teaching baby words and listening skills
	Provide baby a paper bag puppet	Gives practice in hand-eye coordination
Eight months	Place toys on top rail of playpen so that baby is encouraged to pull up	Encourages baby to stand
	Put baby's toys in a box	Gives baby practice in reaching
	Make a long cloth toy and allow only parts of it to show under blanket	Gives baby experience in finding object when only part of it shows
	Call attention to sounds	Promotes listening and identification of sounds
Nine months	Place toys in see-through box	Provides practice in taking off lids
	Let baby help with bath	Allows baby to learn how to bathe and clean self
	Roll a ball to baby	Gives practice with eye-hand coordination
	Give baby a spindle toy	Allows development of eye-hand coordination
	Make baby a feel box	Provides baby experience with different feels

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Ten months	Give baby his/her own drawer	Encourages baby to leave other drawers alone and encourages solitary, independent play
	Make baby an obstacle course with chairs, pillows, and boxes	Allows practice in moving around objects
	Make baby a pull toy	Gives baby push-pull practice
	Give baby blocks to play with	Helps child develop awareness of spatial relationships
Eleven months	Teach baby how to use chair as a walker	Helps provide baby an aid in walking on own and will encourage walking
	Make a roll toy for baby	Helps teach baby how to roll toys
	Make a squeak book	Helps develop baby's listening behaviors and early language
	Wrap up toys	Enhances fine motor coordination
	Make baby a tote bag	Provides experience with placing toys inside and with finding things
Twelve months	Allow baby to push car through tunnel	Gives baby experience with object permanence
	Give baby coffee can and clothespins to place around rim	Gives baby experience with finger coordination
	Let baby comb doll's hair, wash doll's face and hands	Provides baby practice in cleanliness and health practices
	Make a block tower with baby	Develops small muscle control
	Help baby play a shape game	Helps baby learn shapes
	Make a toy box for baby	Teaches baby how to put things away

INFANT CARE
UNIT I

ASSIGNMENT SHEET #1--DETERMINE WHEN TO INTRODUCE FOODS TO AN INFANT

NAME ______________________ SCORE __________

During recent times there has been much debate over what to feed infants and when to introduce new foods. Since there are no two babies exactly the same, and doctors' and parents' opinions vary, it is impossible to develop one yearly schedule for when to feed infants different foods.

Your assignment is to interview a doctor, a parent who has an infant between 12 and 15 months old, or a county health department official. This will allow you to obtain information needed to complete this assignment.

PART I

Name of person interviewed-- ______________________

Why did you select this person to interview? ______________________

____

Complete the following chart, filling in foods, quantities, and age foods/liquids were introduced. Make sure the chart covers the baby's entire first year.

FOODS/LIQUIDS	QUANTITIES	AGE INTRODUCED
EXAMPLES: Diluted apple juice	2 oz.	2 weeks
Baby cereal	1 oz.	4 weeks

ASSIGNMENT SHEET #1

FOODS/LIQUIDS	QUANTITIES	AGE INTRODUCED

PART II

A. Why did the doctor recommend, or the parent follow, this plan for introducing foods to an infant?

B. Were supplemental vitamins given to the infant during his/her first year? If so, when were they given, what vitamins were given, and in what amounts?

ASSIGNMENT SHEET #1

C. If supplemental vitamins or minerals were given, in what forms were they given?

EXAMPLES: Foods; drops; liquids

____

____

____

____

____

____

D. If supplemental vitamins or minerals were given, why were they given? ____________

____

____

____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #2--COMPARE TYPES OF INFANT CLOTHING

NAME____ SCORE ______________

There are many factors to consider when selecting and buying infant clothing. Babies grow very quickly and for the first few months can get by with diapers, gowns, undershirts, and stretch suits; in cool weather, sweaters, hats, and blankets for going out are needed. When the baby starts to crawl, sturdier clothing will be needed. When the baby starts to walk, socks and shoes will be needed. Clothing for infants can cost as little or as much as you want it to. Select three infant outfits. The items might be found in a clothing store or might be clothes owned by a friend, neighbor, or relative. Use unit information and the following chart as you evaluate each outfit.

PART I

Check the column that applies to each statement.

CHARACTERISTICS	**OUTFIT #1**	**OUTFIT #2**	**OUTFIT #3**
Styles are simple			
Construction gives freedom for arms and legs			
Opening for the head is large			
Bands for arms, legs, or neck are not tight			
Launders easily			
Weight is appropriate for room temperature and season of year			
Fasteners are tightly secured			
Clothing is sturdy and comfortable			
Cost is reasonable			
Clothing has growth features			
(Other)			
(Other)			

ASSIGNMENT SHEET #2

PART II

A. Which outfit would you recommend for an infant to wear?______________________

____

Why? ____

____

B. Which outfit would you recommend an infant not wear, if any?________________

____

Why? ____

____

____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #3--COMPARE COSTS OF DIAPERS

NAME______________________________ SCORE ______________

The average baby will require diapers for at least two years. There are many kinds of diapers available: cloth diapers, fitted disposable diapers, not-so-fitted diapers, and in many communities there are even diaper services. Use information that you collect during a field trip, from newspapers, or from asking parents, to determine diapering costs. Compare the costs, both money and time, of each of the following categories. Use the information obtained to assist you in recommending the choice you would make in diapering an infant.

PART I

Diaper Source	Initial Cost per Dozen Diapers	Maintenance Costs	Advantages	Disadvantages
Diapering service				
Disposable diapers				
Cloth diapers				

ASSIGNMENT SHEET #3

PART II

A. Which was the most expensive?

B. Which was the least expensive?

C. Which would you recommend using?

Why?

INFANT CARE
UNIT I

ASSIGNMENT SHEET #4--DEVELOP A DAILY SCHEDULE FOR AN INFANT

NAME_________________________ SCORE _______________

Schedules for infants cannot be planned as they are for older children. Routines must be planned for the child and not for the convenience of the caregiver. Infants should be on flexible, personal schedules that provide rest, eating, and play outside the crib. The schedule should also include periods of time outdoors when the weather permits. The schedule should be changed as the child develops. Caregivers should also realize the changing needs of the child for less sleep, more playtime, and a different feeding schedule.

PART I

It has suddenly happened--it is your turn to plan a daily schedule for a new infant in the day care center where you work. You are able to have a detailed parent conference and have shared in plans for a child close to this age. Study the example that follows, take advantage of resource people, or use textbooks and other resources as you plan a daily schedule for a child three to six months in age. Plans should include times as well as feeding and activity schedules. Specific activities should be listed.

EXAMPLE:

TIME	ACTIVITIES
7:00 a.m.	Child arrives at center. Welcomed by teacher. Schedule checked with parent. Health check.
7:00-10:00 a.m.	Nap time.
10:00-11:00 a.m.	Activity time. Toys are offered to encourage reaching and grasping.
11:00-12:00 p.m.	Bottle.
12:00-2:00 p.m.	Nap time.
2:00-5:00 p.m.	Activity time. Outdoors in stroller.
5:00 p.m.	Parent picks up infant.

Infant is not on a rigid schedule. If baby seems hungry, he/she is fed. Diaper is changed as necessary.

ASSIGNMENT SHEET #4

DAILY SCHEDULE FOR AN INFANT

TIME

ACTIVITIES

ASSIGNMENT SHEET #4

PART II

A. Study the plan that you have just completed. In what ways does it allow for:

1. Rest-- ____

2. Eating-- ____

3. Activities-- ____

B. Do you feel that the plan is good? ____________________________

Why or why not? ____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #5--RESEARCH LICENSING STANDARDS FOR INFANT CAREGIVERS AND CARE CENTERS

NAME______________________________ SCORE ______________

Licensing standards are established through various national, state, and county agencies. In Oklahoma, the Department of Human Services has this responsibility--they continually update and revise their licensing standards, as necessary.

Identify the agency responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information allowing you to research licensing standards for caregivers and care centers serving infants. Use information obtained as you complete this assignment.

A. Agency responsible for licensing standards--________________________

____

B. List two licensing standards required of infant caregivers.

1. ____

____

2. ____

____

____

C. List five licensing standards required of infant care centers.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

INFANT CARE
UNIT I

JOB SHEET #1--LIFT AND HOLD AN INFANT

(NOTE: Infants, especially newborns, cannot hold up their heads alone and require careful support and handling.)

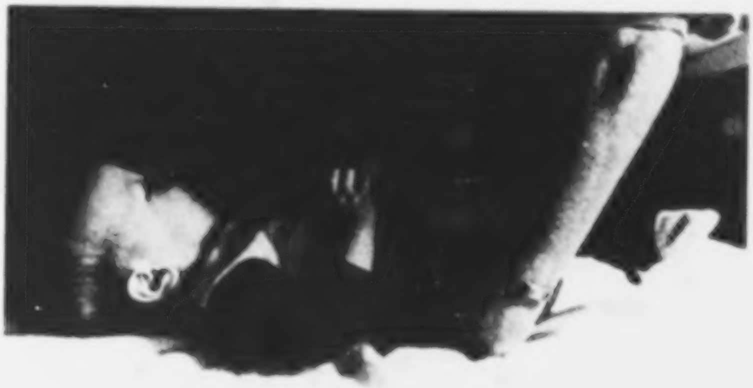
I. Supplies

(NOTE: No special supplies are necessary--just the infant and caregiver.)

II. Procedure for lifting an infant

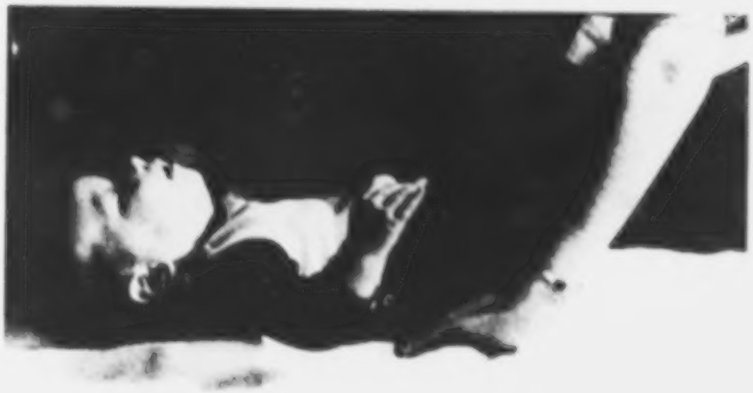
A. Slide one hand under the buttocks (Figure 2)

FIGURE 2



B. Slide your other hand under the shoulders and head (Figure 3)

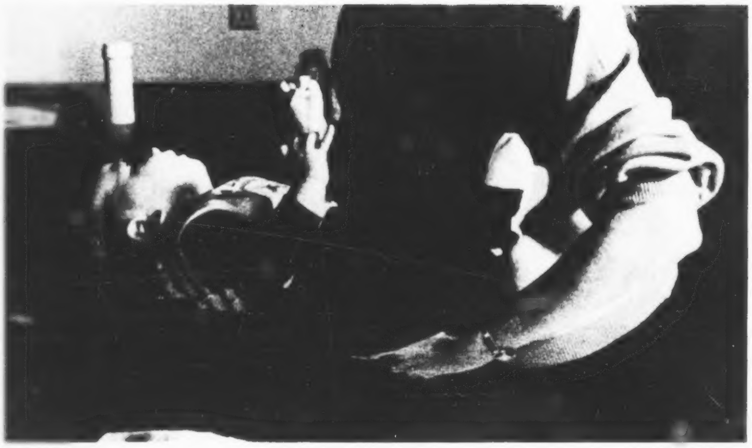
FIGURE 3



JOB SHEET #1

C. Lift baby up (Figure 4)

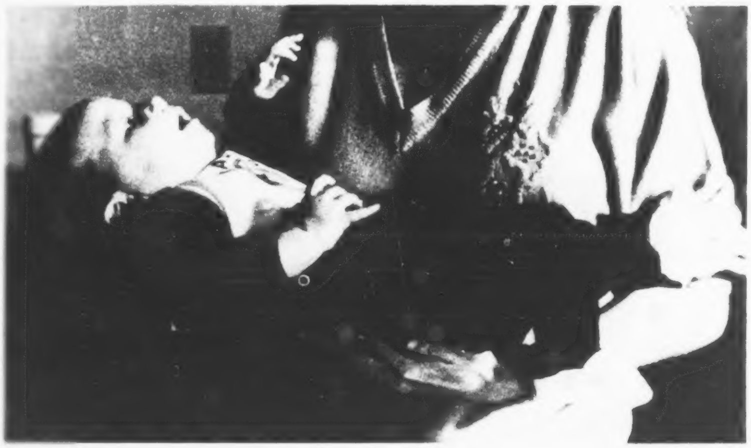
FIGURE 4



III. Procedure for holding an infant

A. Hold baby against your body with one arm while supporting the back and head with the other (Figure 5)

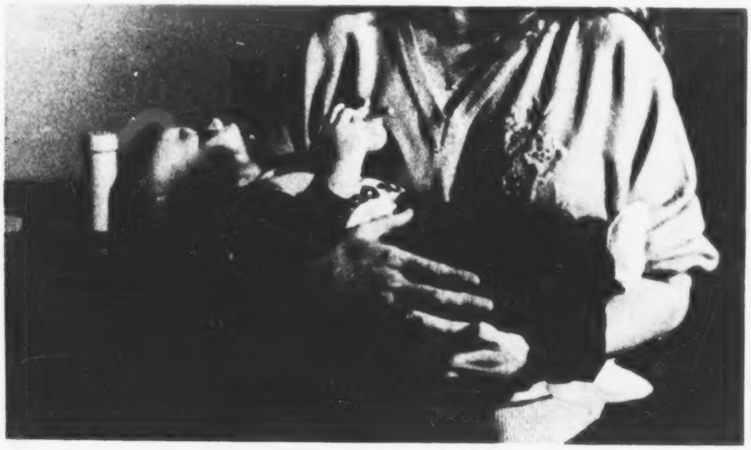
FIGURE 5



JOB SHEET #1

B. Cradle the infant in the crook of one arm while supporting the buttocks with your other arm (Figure 6)

FIGURE 6



INFANT CARE
UNIT I

JOB SHEET #2--BATHE AN INFANT

(NOTE: The procedures outlined in this job sheet may be changed with personal preferences, physician's instructions, and your experience. Be sure to have all supplies and clothing within reach to avoid leaving infant unattended.)

I. Equipment and materials

  A. Bathing area

  (NOTE: Select a table or countertop of convenient height and free from draft. Room temperature should be warm.)

  B. Tub or dishpan

  C. Wash cloth (soft)

  D. Mild soap

  E. Clean towel (soft)

  F. Baby shampoo

II. Procedure

(NOTE: Give sponge baths until the navel heals. The stump of the umbilical cord will dry out and drop off five to eight days after birth. The raw spot that remains should be kept clean and untouched.)

  A. Use two or three inches of water in the tub

  (NOTE: You may want to put a small towel, diaper, or sponge shaped and designed for infant bathing in the bottom of the tub to prevent the infant from slipping.)

  B. Test the temperature of the bath water with elbow

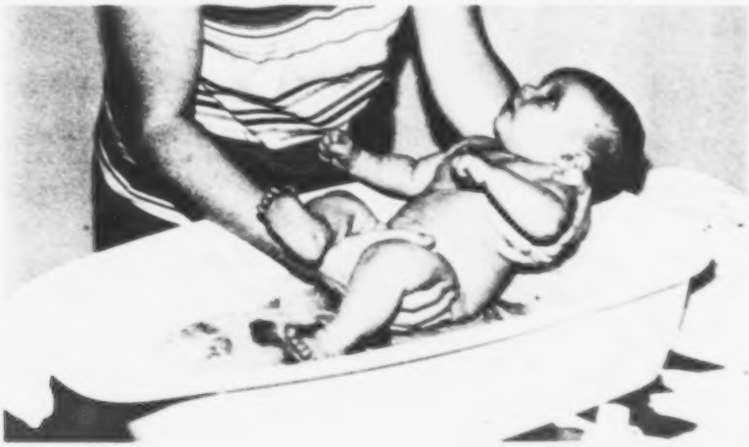
  (NOTE: It should feel lukewarm or about the temperature of the baby's body.)

JOB SHEET #2

C. Place infant in tub (Figure 7)

1. Use a firm grip
2. Slide one wrist under baby's neck and grasp child's arm beneath the armpit
3. Slide your other hand under infant's thighs and grip one leg above the knee

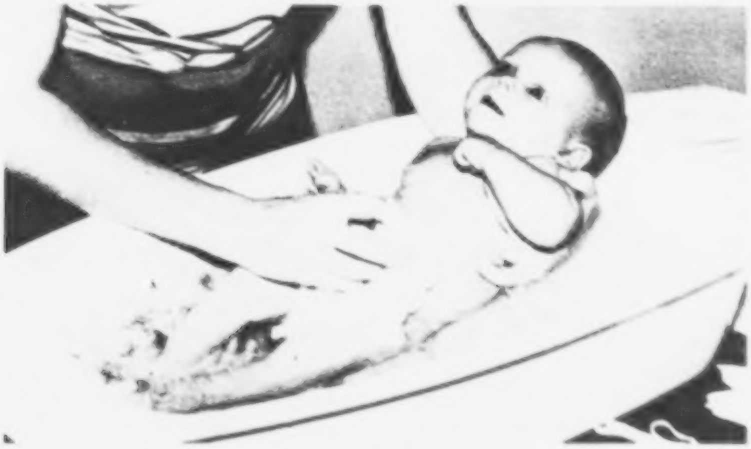
FIGURE 7



D. Wash the infant

1. Continue using firm grip, supporting the back and head (Figure 8)

FIGURE 8



JOB SHEET #2

2. Wash head and face first; do not use soap

   (NOTE: Special care should be given to the infant's scalp in order to prevent "cradle cap;" use nonirritating baby shampoo.)

3. Lather rest of body with soap

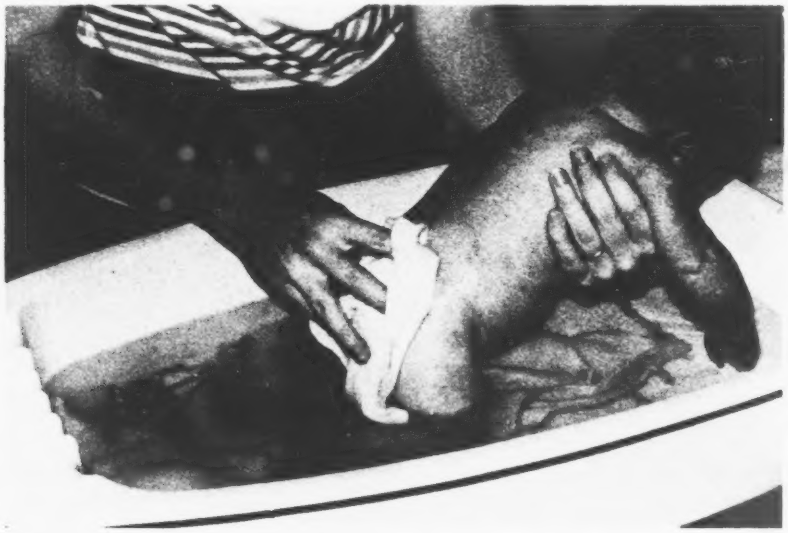
   (NOTE: Follow hospital instructions to cleanse genital area.)

4. Rinse using your writing hand

5. Turn infant over using both hands

6. Support chest while back is rinsed (Figure 9)

FIGURE 9



E. Lift from the water with same grip

F. Place on clean towel

G. Cover immediately to prevent chilling

H. Pat dry

   (NOTE: Avoid rubbing because the baby's tender skin is easily irritated.)

I. Dress infant

INFANT CARE
UNIT I

JOB SHEET #3--DIAPER AN INFANT

(NOTE: The procedures in this job sheet may be altered with personal preferences, physician's instructions, and your experience. They will vary depending on whether cloth or disposable diapers are used.)

I. Equipment and materials

(NOTE: Diaper pins, plastic pants, and diaper pail are necessary only if cloth diapers are used.)

A. Diaper

B. Diaper pins, two

C. Plastic pants

D. Covered diaper pail, half filled with water

E. Warm, damp washcloth

F. Waterproof pad

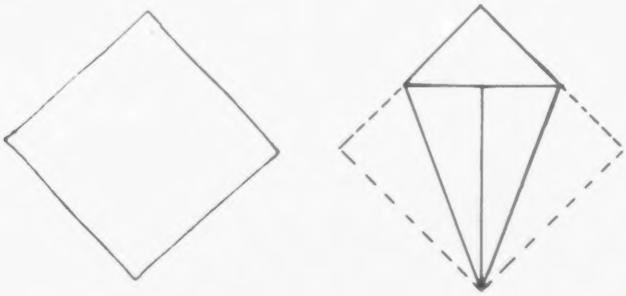
G. Firm, flat surface

II. Procedure for folding cloth diapers

(NOTE: There are many methods for folding diapers. They will vary according to diaper shape, personal preference, sex of the infant, and size of the infant. This procedure is for the kite method of folding square diapers.)

A. Fold in two sides of square diaper to form a long "V" (Figure 10)

FIGURE 10

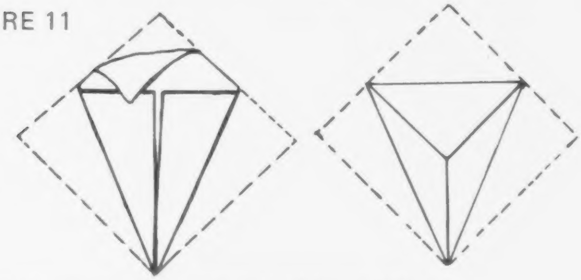


JOB SHEET #3

B. Turn down remaining flap (Figure 11)

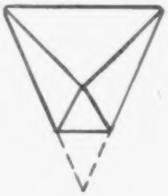
(NOTE: This makes the diaper form a triangle.)

FIGURE 11



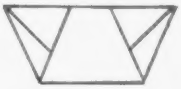
C. Fold up point of triangle (Figure 12)

FIGURE 12



D. Fold diaper in half (Figure 13)

FIGURE 13



III. Procedures for diapering

(NOTE: If using disposable diapers, follow manufacturer's directions.)

A. Place waterproof pad under infant

B. Remove soiled or wet diaper and throw away if disposable, or place in covered pail if cloth

(NOTE: Soiled diapers should be rinsed in the toilet and then soaked in the water.)

(CAUTION: Be sure to place pins OUT OF INFANT'S REACH!)

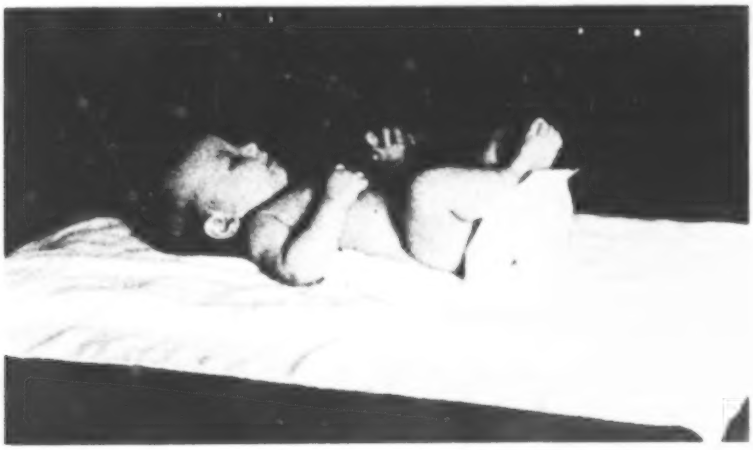
JOB SHEET #3

C. Cleanse diaper area with warm washcloth

D. Treat for diaper rash if necessary

E. Open diaper and place wide area under infant's hips (Figure 14)

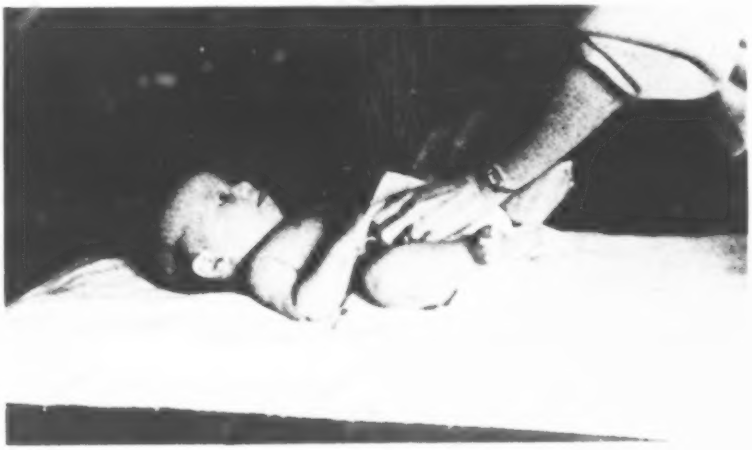
FIGURE 14



F. Bring the front of the diaper up between the legs, shaping the diaper around the legs as you bring it up (Figure 15)

(NOTE: This gives a tighter fit around the legs and prevents leakage.)

FIGURE 15



JOB SHEET #3

G. Secure two corners of diaper over front (Figures 16 and 17)

FIGURE 16

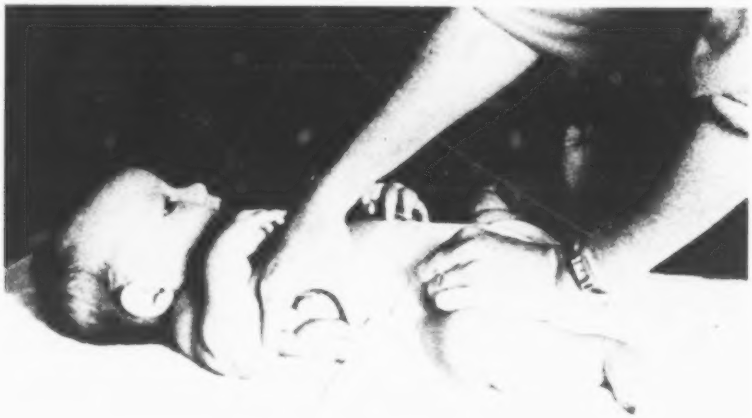
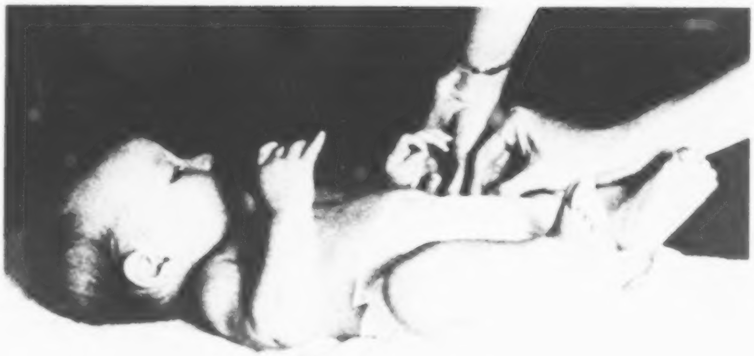


FIGURE 17



H. Put on clean plastic pants if cloth diapers were used

I. Clean area used for diapering

INFANT CARE
UNIT I

JOB SHEET #4--DRESS AN INFANT

I. Supplies

A. Diapered infant

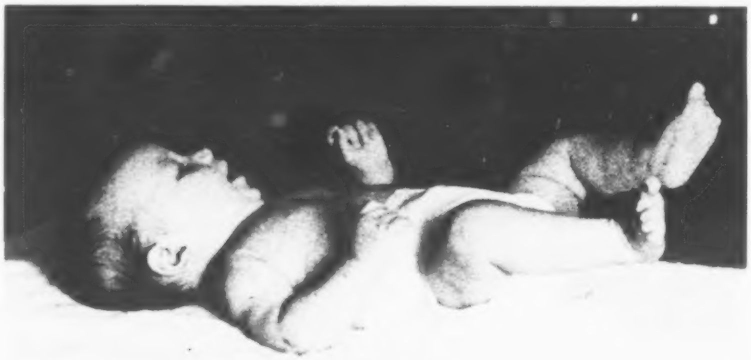
B. Clothing--Two-piece jumpsuit with snaps in back of top and snaps at the waist of the top and bottom

(NOTE: Clothing for an infant should be selected according to the temperature of the living quarters, rather than the season of the year.)

II. Procedure

A. Place diapered infant on safe, flat surface (Figure 18)

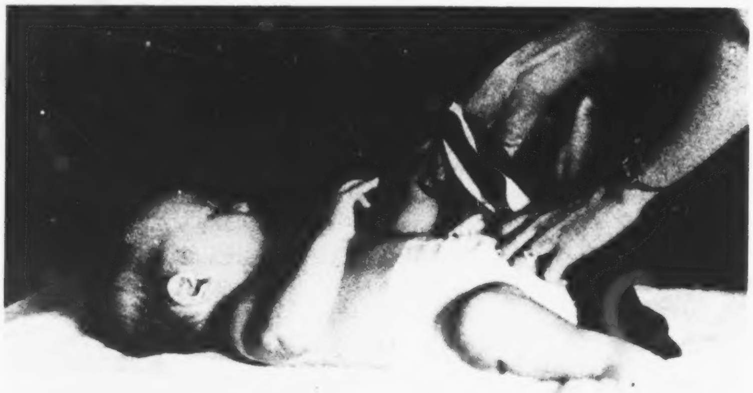
FIGURE 18



JOB SHEET #4

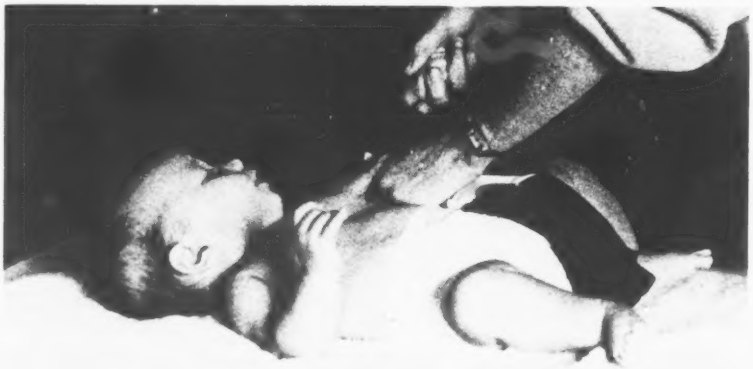
B. Put your fingers up sleeve of shirt top and grasp baby's fist (Figure 19)

FIGURE 19



C. Guide baby's fist through sleeve (Figure 20)

FIGURE 20

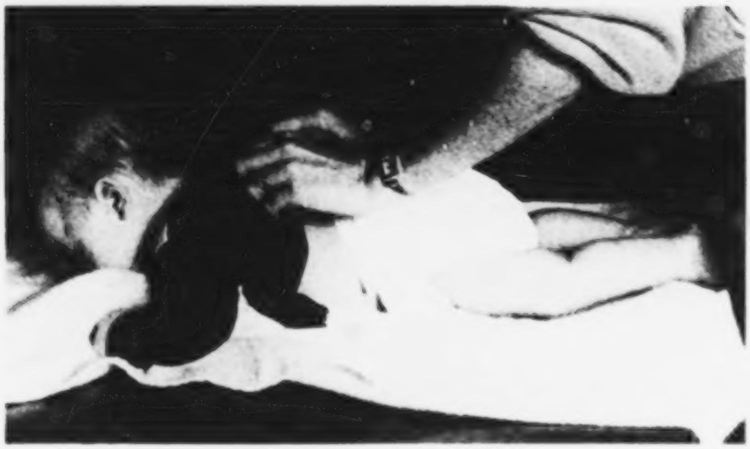


JOB SHEET #4

D. Repeat procedure for other sleeve

E. Turn baby over and snap back closings (Figure 21)

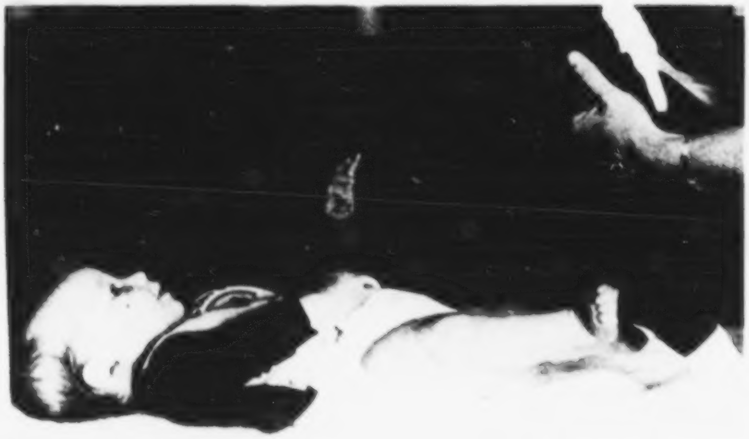
FIGURE 21



F. Turn baby over

G. Roll up leg of clothing bottom (Figure 22)

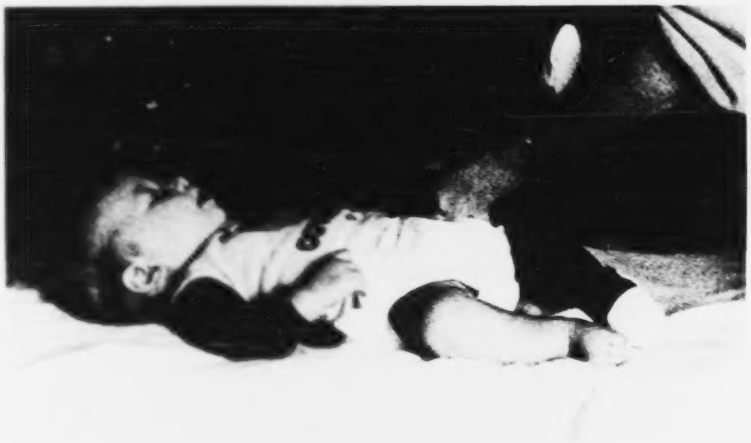
FIGURE 22



JOB SHEET #4

H. Guide clothing bottom on to baby's foot and up leg (Figure 23)

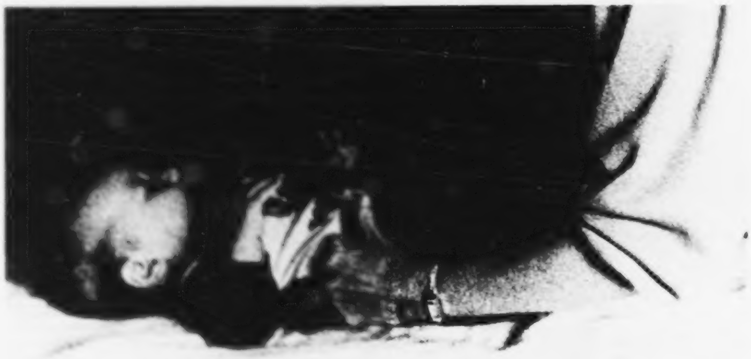
FIGURE 23



I. Repeat for other leg

J. Pull clothing bottom up to baby's waistline (Figure 24)

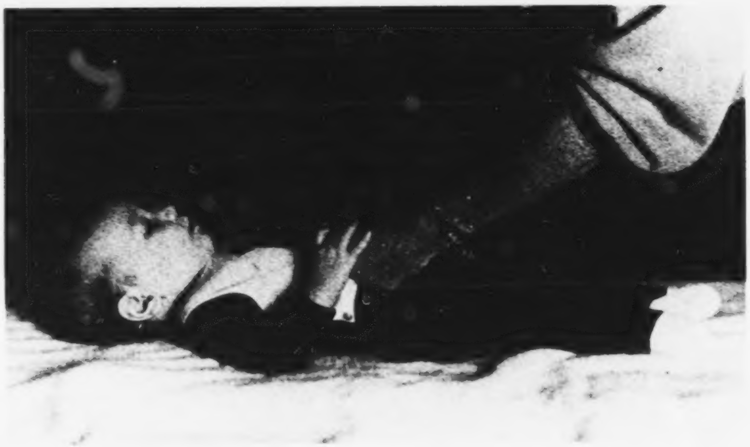
FIGURE 24



JOB SHEET #4

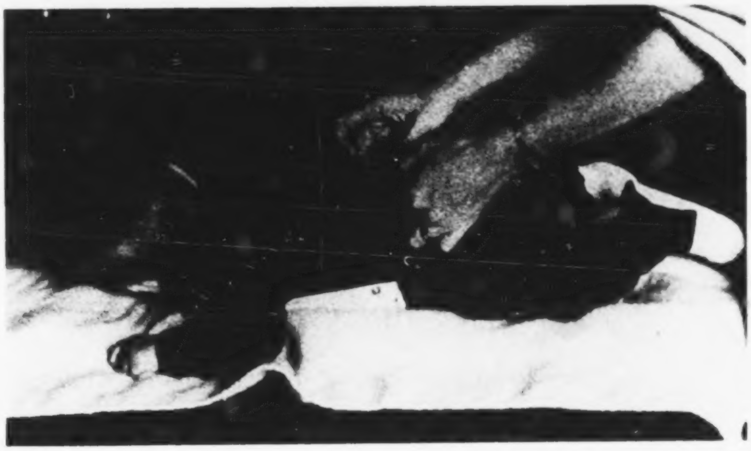
K. Snap bottom and top together in front (Figure 25)

FIGURE 25



L. Turn baby over and snap bottom and top together in back (Figure 26)

FIGURE 26



INFANT CARE
UNIT I

JOB SHEET #5--PREPARE FORMULA

(NOTE: Infant formulas come in a variety of prepared forms. The concentrated liquid form requires dilution before use, the dried form requires adding water before use, and full strength is a ready-to-serve formula. Concentrated liquid formulas are the most popular; they are slightly more convenient than the powdered forms, and are less expensive than the ready-to-serve variety. This job sheet is to be used to prepare concentrated liquid formulas.)

I. Equipment and supplies

   A. Concentrated liquid formula, one can

   B. Boiled water that has cooled

   (NOTE: Amount will depend on formula used; refer to formula can.)

   C. Funnel, sterilized

   D. Measuring cup, sterilized

   E. Sterile nipples

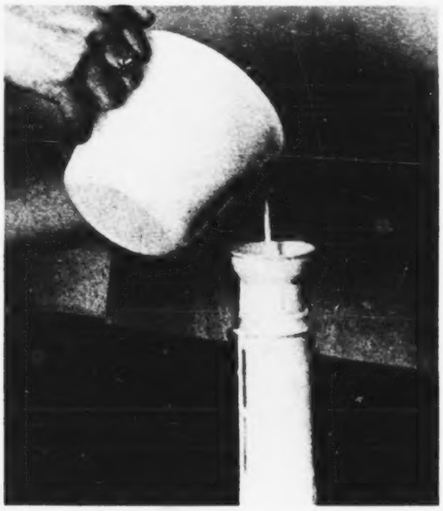
   F. Sterile bottles *or* bottles that use pre-sterilized, disposable formula sacks

II. Procedure

   A. Scrub and scald top of formula can before opening

   B. Pour prescribed amount of formula into each of the bottles (Figure 27)

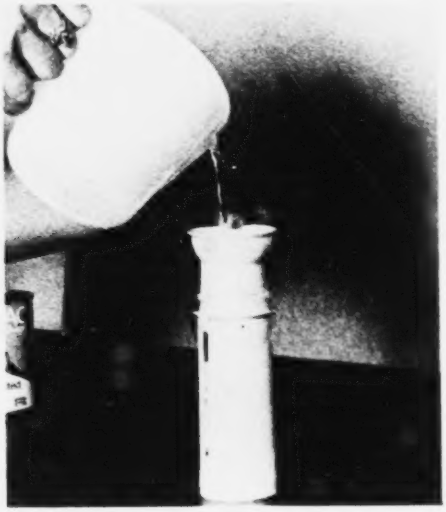
FIGURE 27



JOB SHEET #5

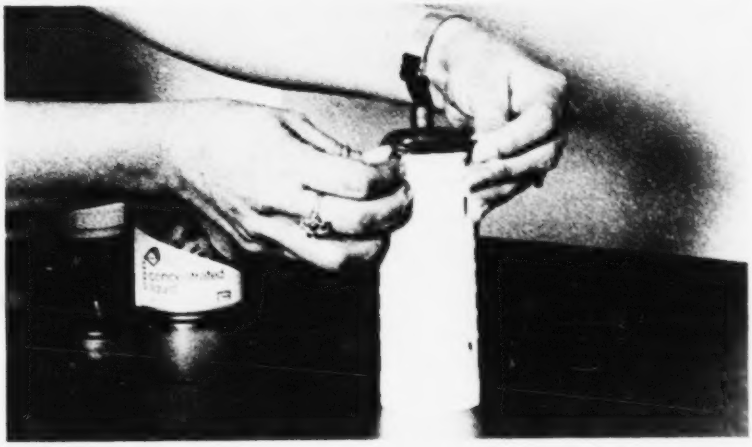
C. Add prescribed amount of sterilized water to liquid formula in each bottle (Figure 28)

FIGURE 28



D. Apply nipples, being careful to touch only the rims (Figure 29)

FIGURE 29



E. Press cap over nipple

F. Refrigerate until ready to use

INFANT CARE
UNIT I

JOB SHEET #6--FEED A BABY FROM A BOTTLE

I. Equipment and supplies

   A. Bottle of formula, warmed

   B. Towel or diaper

II. Procedure

   A. Wash hands

   B. Remove formula from refrigerator and shake

   C. Warm bottle

   (NOTE: Bottle may be warmed by heating in saucepan of water over low heat, heating in microwave oven, or holding under hot tap water.)

   D. Warm bottle to body temperature

   (NOTE: Shake bottle several times during heating to heat evenly.)

   E. Prepare nipple for feeding

   (CAUTION: AVOID TOUCHING THE END OF THE NIPPLE OR THE BOTTLE RIM.)

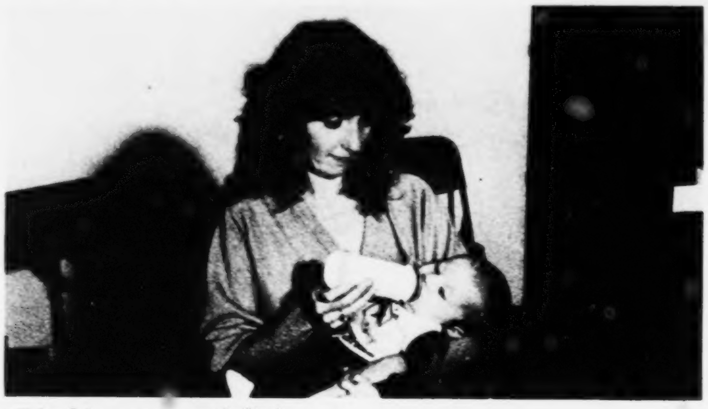
   F. Test the temperature of the formula by sprinkling a few drops on the inside of your wrist; it should feel warm, not hot

   (NOTE: If the formula is too hot, let it cool a little or hold it under cold running water if you are in a hurry.)

JOB SHEET #6

G. Hold infant cradled in the crook of one arm in a semi-upright position (Figure 30)

FIGURE 30



H. Feed baby until he/she seems satisfied

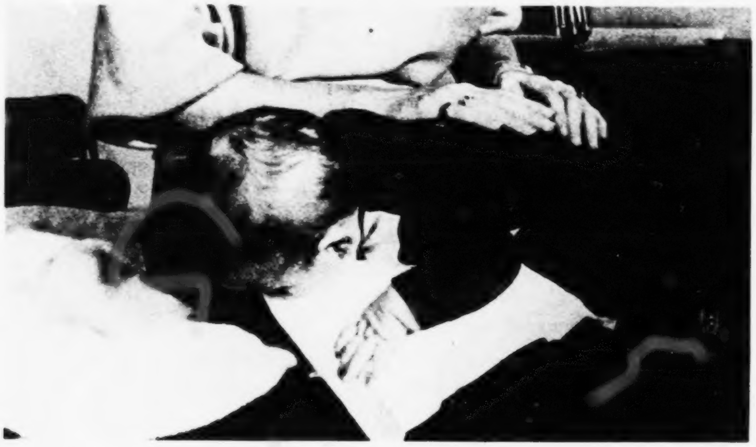
1. Keep nipple full of milk to avoid excessive air swallowing
2. Check nipple; if the nipple becomes clogged, the baby will not get milk fast enough and may swallow air or tire before getting enough to eat; if the nipple allows the milk to flow too fast, the baby may develop indigestion

I. Place towel or diaper on lap or shoulder

J. Bubble or burp infant during or after feeding by laying baby on stomach on towel in lap, on towel against shoulder, or by sitting baby up on your lap and patting on back gently but firmly (Figures 31, 32, and 33)

(NOTE: This will help infant get up any swallowed air. He or she may need bubbling or burping during the feeding, but only at a real pause in sucking. Do not interrupt baby's feeding.)

FIGURE 31



JOB SHEET #6

FIGURE 32

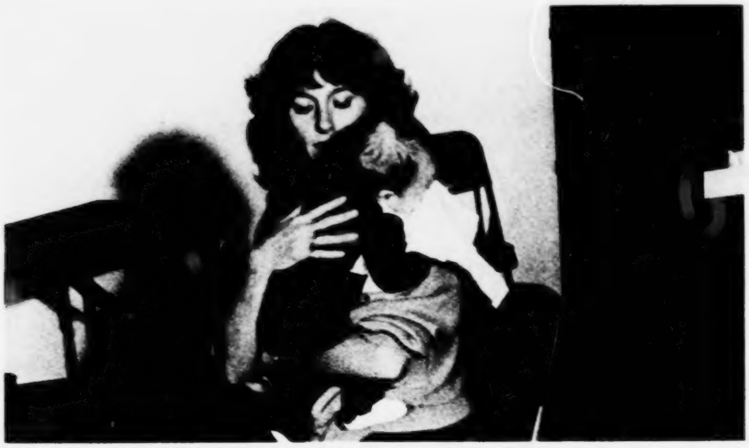
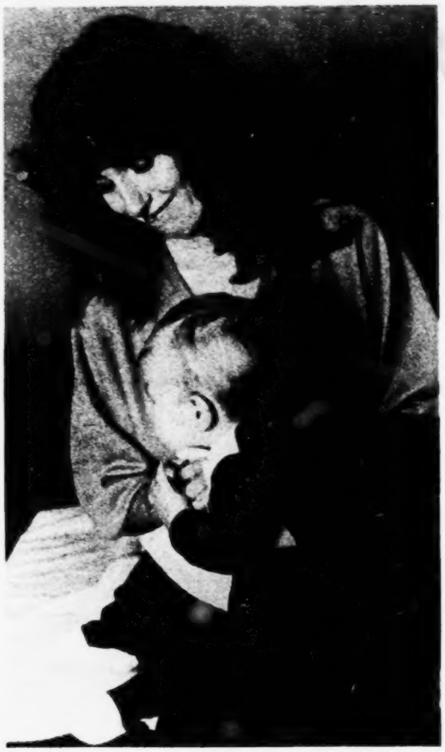


FIGURE 33



INFANT CARE
UNIT I

JOB SHEET #7--INTRODUCE SOLID FOODS TO AN INFANT

I. Supplies

A. Bib

B. Spoon with a small, shallow bowl

C. Diluted baby cereal or baby food

(NOTE: If using baby food from a jar, take out a small portion and place it in a bowl, returning the rest to the refrigerator. DO NOT feed directly from the jar unless baby is eating the entire jar in one feeding.)

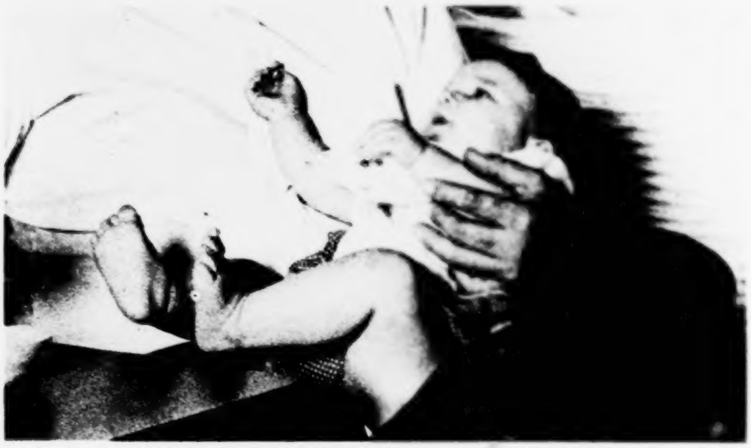
II. Procedure

A. Prepare food

B. Place bib on infant

C. Hold infant in a semi-sitting position with head cradled on your arm or use seat specially designed for infant (Figure 34)

FIGURE 34



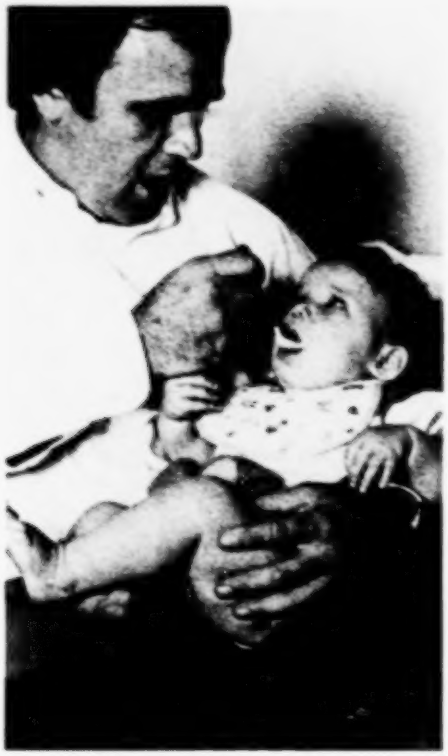
D. Place a very small amount of food on spoon

JOB SHEET #7

E. Feed baby (Figure 35)

(NOTE: During first feedings the infant will probably spit out a lot of what he or she is given. Eating foods of a new consistency is a new experience. You will have to scoop it off and spoon it back in more than once. The tongue retrusion reflex causes baby to spit out the food.)

FIGURE 35



F. Clean baby

TODDLER CARE
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care to ensure that the toddler's needs are met. This knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with toddler care to the correct definitions.
2. Select from a list responsibilities of toddlers' caregivers.
3. Describe assistance given to toddlers by caregivers in daily routines/activities.
4. Discuss factors to consider in selecting toddlers' clothing.
5. Select from a list factors to consider in choosing and preparing food for toddlers.
6. State tips to aid in toilet training.
7. Select from a list responsibilities toddlers can begin to assume with supervision.
8. Complete a chart of activities that stimulate toddlers.
9. Complete immunization schedule.
10. Compare types of toddler clothing.
11. Observe toddlers' caregiver.
12. Observe bathing and dressing of a toddler.
13. Observe feeding of toddlers.
14. Observe toilet training.
15. Observe toddler nap time.
16. Develop a daily schedule for toddlers.
17. Research licensing standards for caregivers and care centers serving toddlers.

TODDLER CARE
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Toddler--Child from twelve months to three years old

B. Sphincter muscles--Muscles that control elimination

C. Large motor skills--Movements that use the large muscles of the back, legs, shoulders, and arms

EXAMPLES: Walking; running; throwing

D. Small motor skills--Movements that involve the finer muscles of the wrists, fingers, and ankles; usually require eye-hand coordination

EXAMPLES: Drawing; walking on tip-toe; feeding self

E. Eye-hand coordination--Coordinating precise movements of the hands with what is seen

EXAMPLE: Reading; stringing beads

F. Plaque--Sticky, colorless film, formed by bacteria, on teeth

(NOTE: Plaque reacts with leftover food particles and liquids in the mouth [especially sugar] to produce acids which dissolve hard tooth enamel and begin a cavity.)

II. Responsibilities of toddlers' caregivers (Assignment Sheets #1 and #9)

A. Communicate with toddler

B. Be consistent with rules set by parents

(NOTE: These rules should not vary without reason.)

C. Express loving concern to toddlers

D. Provide toddler with play and stimulation, indoors and outdoors

E. Provide foods that assist in meeting daily nutritional intake requirements for toddler

F. Provide time for the toddler to rest and sleep

(NOTE: Provide individual mats or cots for each child.)

G. Assist parents when they have questions

H. Report changes in toddler behavior to parents

EXAMPLES: Less active than usual; flushed appearance; did not eat lunch

INFORMATION SHEET

I. Provide a safe environment

EXAMPLE: "Child proof" the center by placing dangerous items out of toddler's reach

J. Bathe or wash toddler as necessary

K. Report problems, such as diarrhea or skin rash, to parents

L. Support toilet training started by parents

(NOTE: Toilet training should be a relaxed, pleasant activity; potty chairs must be sanitized after each use.)

M. Provide/require disease immunizations

N. Handle behavior/discipline problems in a consistent manner

O. Be sensitive to toddler's feelings, needs, and fears

P. Listen to toddler

Q. Report illnesses that other children in the center have

EXAMPLE: Measles

R. Help toddler cope with needs for dependence and independence

S. Meet, and assist center in meeting, licensing standards

III. Assistance given to toddlers by caregivers in daily routines/activities (Assignment Sheets #3, #4, #5, #6, #7, and #8)

A. Bathing

(NOTE: Most toddlers are bathed in family tub; this requires less preparation and allows room for toys and splashing.)

1. Check water temperature
2. Complete bathing before allowing water play
3. Observe toddler at all times
4. Wash, or help toddler wash, face first
5. Give assistance when needed
6. Have pleasant but firm manner
7. Use praise and positive remarks to encourage self-help
8. Encourage self-help in dressing
9. Work quickly, but without hurrying

INFORMATION SHEET

B. Feeding

1. Provide a quiet activity before the meal
2. Have toddlers use bathroom and wash hands before going to the table
3. Provide peaceful, quiet, and uncluttered surroundings
4. Remain calm and be aware that toddlers are learning to eat and accept new foods
5. Accept toddlers' needs to touch and eat food with hands
6. Provide eating utensils that are safe and an easy size for toddlers to handle
7. Provide a drinking cup that is easy to handle and not over 2/3 full
8. Provide tables and chairs suitable to the size of the children
9. Give small portions of foods
10. Offer new foods as well as familiar ones
11. Serve attractive foods with a variety of colors, textures, and flavors
12. Give help where and when needed

C. Toilet training

1. Recognize individual words or signs that toddler is about to have a bowel movement or needs to urinate

   (NOTE: Use correct terminology when referring to toddler's body parts and functions.)

2. Place toddler on toilet seat or chair at the appropriate time
3. Provide toilet chair or seat with adequate support for feet and arms
4. See that child can sit steadily on toilet chair or seat
5. Seem pleasant and unhurried
6. Praise toddler for success
7. Refrain from expressing anger or disgust during the toileting procedure
8. Refrain from leaving toddler on toilet chair or seat for a long period of time
9. Flush toilet when toddler is away from the bathroom

INFORMATION SHEET

D. Nap time

1. Carry out quiet activity immediately before nap time
2. Darken room as much as possible
3. Eliminate noise, except for soft music
4. Provide bed/cot/mat and cover for each child
5. Aid in removing shoes and other tight-fitting clothing
6. Work in a calm, organized manner
7. See that each child is settled, giving personal attention as needed
8. Supervise children during nap time

E. Brushing teeth

(NOTE: By the third birthday, almost all children have a full set of twenty baby teeth.)

1. Provide toddler with own toothbrush

   (NOTE: Make sure the toothbrush is one that the toddler can control and use easily.)

2. Demonstrate correct brushing procedures

   EXAMPLES: Move brush up and down, not crosswise; work bristles between teeth; brush inner and outer surfaces of teeth angling bristles against gum line; brush chewing surfaces; rinse mouth vigorously to remove plaque and loosened food particles

3. Teach child to floss
4. Begin dental visits during second year

IV. Factors to consider in selecting toddlers' clothing (Assignment Sheet #2)

A. Comfort

1. Garment allows freedom of movement
2. Fabric does not irritate the skin
3. Fabric allows stretch with movement

INFORMATION SHEET

4. Garment is correct size

   (NOTE: It is as uncomfortable to wear a garment that is too large as it is to wear a garment that is too small; have children try on clothes before buying, since sizes vary according to company and style.)

5. Shoes have firm, flexible soles

B. Durability

1. Garment can withstand hard wear and repeated laundering
2. Stitching is close and even, and thread is strong; seams are reinforced at points of strain
3. Fasteners and trims are firmly attached
4. Fabric resists wrinkles, and wears and launders well

C. Occasion--Clothing should be selected for the events or places for which they will be worn

(NOTE: Casual clothing is appropriate for most occasions; most children also have one or two dress-up outfits.)

D. Growth features

1. Hemlines or cuffs can be let down
2. Overalls or jumpsuits have straps long enough to lower the buttons
3. Sleepwear has two rows of fasteners at the waist
4. Garments have large seam allowances
5. Knit fabrics stretch as size changes

E. Self-help features

1. Openings are in front
2. Buttons are large
3. Garment has zippers
4. Slacks have elastic waists
5. Front and back are marked
6. Right and left are easily identified

INFORMATION SHEET

F. Safety features

  1. Outer garments are brightly-colored
  2. Shoes have nonslick soles
  3. Sleepwear is flame retardant
  4. Garment has no ties or sashes
  5. Shoes and clothing fit properly
  6. Weight is appropriate for weather and conditions

V. Factors to consider in choosing and preparing food for toddlers (Assignment Sheet #5)

A. Nutritional value

B. Total daily calorie and nutrient intake

C. Attractiveness and colorfulness

D. Texture

E. Shape

F. Temperature

G. Ease of eating

H. Bite-sized pieces

I. Regular feeding time; should not be allowed snacks to make up for a light meal

EXAMPLE: A child who refuses to eat at one meal should wait until the next scheduled eating time

J. Foods not highly seasoned

K. Finger foods to help toddlers learn how to feed themselves

(NOTE: Good finger foods for toddlers include carrots, celery sticks, scrambled eggs, hard-boiled eggs, cookies, and crackers.)

L. Extra time allowed for the longer amount of time it takes toddlers to complete eating

M. Foods served in small amounts

N. Midmorning and midafternoon snacks consisting of healthy foods--not junk foods

O. Snacks not offered right before a meal or as a reward

INFORMATION SHEET

P. Toddlers not forced to eat or made to feel they must "clean their plates" to win affection

(NOTE: Toddlers' interest in food decreases because of their interest in many new things. An occasional missed meal or a meal not totally eaten should not overly concern caregivers.)

Q. Toddlers allowed to assist in food preparation

VI. Tips to aid in toilet training (Assignment Sheet #6)

A. Toilet training will take place only when the sphincter muscles are mature (approximately 2 years) AND when the child becomes aware of the sensations that warn elimination is about to occur

(NOTE: After both types of maturity are complete, the child must still learn how to control and release the sphincter muscles voluntarily.)

B. There is no set age at which a child should be toilet trained

(NOTE: Children reach physical and emotional maturity at different ages.)

C. Bowel training usually comes before bladder training

D. Toilet training usually begins with the caregiver noting the approximate time of bowel movements each day--at this time the child is placed on a sturdy child's seat on the adult toilet or a potty chair a few minutes before that time

(NOTE: Children who do not follow a regular pattern of elimination are usually harder to train than those who do.)

E. Caregiver's attitudes toward toilet training are important

F. Toilet training must take place in a relaxed and comfortable atmosphere with interest and calm encouragement provided by caregivers

G. Bladder training is usually begun several months after bowel training with the caregiver noting the pattern and placing the toddler on the potty or toilet for short periods at specific times

EXAMPLES: Before and after meals, bath, and sleep

H. Substitution of training pants for diapers during bladder training eliminates much dressing and undressing

(NOTE: It is also a lot faster and inspires self-help in the child.)

I. Praise success; avoid making the child feel ashamed or anxious about natural bodily functions

(NOTE: Toileting "accidents" are to be expected.)

INFORMATION SHEET

J. At first, boys, as well as girls, will sit down to urinate

K. Since nighttime control is not achieved for some time, a toddler who is trained during the day will still need diapers at bedtime and nap time until full control is achieved

VII. Responsibilities toddlers can begin to assume with supervision

A. Wash and dry face and hands

B. Use toilet

C. Feed self

D. Carry dishes to kitchen

E. Blow nose into tissue

F. Choose clothing

G. Dress self

H. Put away toys after each play period or at specific times

I. Bathe self

J. Brush teeth

VIII. Activities that stimulate toddlers

AGE	ACTIVITY	PURPOSE OF ACTIVITY
12-15 months	Give toddler cloth book	Gives practice with eye-hand coordination
	Provide building blocks	Provides eye-hand motor coordination activity
	Play catch with toddler	Gives practice in large motor development
	Provide large crayons and paper	Gives practice in fine motor development
	Give toddler a small box that has a lid on it and a surprise inside	Provides practice in fine motor development

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
15-24 months	Help toddler throw bean bags	Develops gross motor skills
	Organize running activity	Develops gross motor coortion
	Prepare simple foods requiring stirring with a spoon	Develops gross motor coordination
	Sing body awareness songs	Teaches body parts
	Have toddler play with a shape sorter	Teaches child visual discrimination
	Allow child to walk up steps	Provides gross motor practice
	Play dress up with simple clothing items	Provides opportunity for imitation and roleplaying
2-3 years	Help make "book" of items toddler should be able to recognize; write names for these items on appropriate pages	Teaches toddler language development
	Allow toddler to play with push and pull toys	Encourages development of gross motor coordination
	Allow toddler to kick ball	Helps toddler develop large motor skills
	Supervise peeling bananas	Develops fine motor coordination
	Have toddler unwrap presents	Allows fine motor practice
	Organize "Simon Says" game	Allows practice of social and listening skills
	Organize "Ring Around the Rosie"	Develops socializing and listening skills

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #1--COMPLETE IMMUNIZATION SCHEDULE

NAME______________________________ SCORE__________

An immunization gives protection against a specific disease. Immunizations prevent the passing of diseases from one person to another. Unless protection is provided against diseases, they can easily turn into epidemics. Vaccines, which contain very small amounts of disease germs, are placed or injected into the person's body. This causes the body to produce antibodies to fight off the germs of that disease; thus, preventing the person from contracting the disease.

There are seven diseases that most doctors innoculate against and which every child needs protection from--these are tetanus, diptheria, whooping cough (pertussis), polio, measles, rubella (German measles), and mumps. Each of these can cause serious illness or even death if contracted.

PART I

Visit with a nurse, pediatrician or other resource person to identify when and what immunizations are given for newborn through 16 years of age. Use this information to complete the immunization schedule below. Fill in the ages the immunizations are given.

Tetanus	Diptheria	Whooping Cough (pertussis)	Polio	Measles	Rubella (German Measles)	Mumps

ASSIGNMENT SHEET #1

PART II

Visit with the owner/operator of a toddler care center. Find out what immunizations are required of toddlers before they are allowed to enroll in the center; list these below.

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #2--COMPARE TYPES OF TODDLER CLOTHING

NAME_________________________________ SCORE____________________

There are many factors to consider during the purchase or selection of toddler clothing. Toddlers grow very quickly and are very hard on their clothing. Clothing for toddlers can cost as much or as little as you want it to. Select three toddler outfits. These items might be found in a clothing store or might be clothing items owned by a friend, neighbor, or relative. Use unit information and the following chart as you evaluate each outfit. Rate each characteristic for each outfit by writing "GOOD", "FAIR", or "POOR" in spaces provided. Bring outfits to class with this assignment sheet to assist in class discussion.

PART I

CLOTHING CHARACTERISTICS	**OUTFIT #1**	**OUTFIT #2**	**OUTFIT #3**
Design allows for freedom of movement			
Fabric does not irritate the skin			
Fabric stretches with movement			
Outfit will withstand hard wear and repeated laundering			
Stitching is close and even			
Stitching thread is strong			
Seams are reinforced at points of strain			
Fasteners and trims are firmly attached			
Fabric wears well			
Fabric resists wrinkles			
Fabric will launder well			
Clothing contains self-help features			
Clothing contains growth features			
Clothing contains safety features			

ASSIGNMENT SHEET #2

PART II

A. Which outfit would you recommend for a toddler to wear?____________________

____

Why? ____

____

B. Which outfit would you recommend a toddler not wear, if any?__________________

____

Why? ____

____

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #3--OBSERVE TODDLERS' CAREGIVER

NAME ______________________________ SCORE ______________

This assignment should be completed while observing a toddlers' caregiver. This person could be a parent of a toddler, or the person responsible for caring for the toddler group in a child care center.

Keep in mind that your observation report will vary depending on the setting you are in and the age of the toddler(s). It will also vary depending on the time of day and length of observation. The previous experience of the toddler caregiver may also affect responses to the needs of toddlers.

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment. Keep in mind that observation reports are confidential.

PART I

Name of toddler care center--______________________________

Experience of the caregiver--______________________________

____

____

____

____

____

____

Number of children being cared for--______________________

Number of toddlers being cared for--______________________

Number of adults present--______________________________

Date--________________ Time of observation--________________

Length of observation--______________________________

ASSIGNMENT SHEET #3

PART II

Describe as many situations as possible in which there was evidence of the toddlers' care giver doing each of the following.

A. Communicating with toddler--

B. Being consistent with rules set by parents--

C. Expressing loving concern to toddler--

D. Providing toddler with play and stimulation indoors and outdoors--

E. Providing foods that assist in meeting daily nutritional intake requirements for toddler--

F. Providing time for the toddler to rest and sleep--

ASSIGNMENT SHEET #3

G. Assisting parents when they have questions--

H. Reporting changes in behavior to parents--

I. Providing a safe environment--

J. Bathing or washing toddler as necessary--

K. Reporting problems, such as diarrhea or skin rash, to parents--

L. Supporting toilet training started by parents--

M. Handling toileting accidents calmly--

ASSIGNMENT SHEET #3

N. Handling behavior/discipline problems in consistent manner--

O. Being sensitive to toddlers' feelings, needs, and fears--

P. Listening to toddler--

Q. Reporting illnesses that other children in the center have--

R. Helping toddler cope with needs for dependence and independence--

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #4--OBSERVE BATHING AND DRESSING OF A TODDLER

NAME ______________________ SCORE ____________

Observing bathing and dressing of a toddler will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the bathing and dressing of a toddler, complete the observation form that follows. Learn from this experience so that you can bathe and dress a toddler with ease.

PART I

Place of observation--______________________

First name of child--______________________

Age--______________________ Sex--______________________

Date--______________________ Time of observation--____________

Length of observation--______________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
check the water temperature?			
complete bathing before allowing water play?			
observe toddler at all times?			

ASSIGNMENT SHEET #4

Did the toddler caregiver . . .	**YES**	**NO**	**DESCRIPTION**
wash, or help toddler wash, face first?			
give assistance when needed?			
have a pleasant but firm manner?			
use praise and positive remarks to encourage self-help			
encourage self-help in dressing?			
work quickly without hurrying?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-80.

ASSIGNMENT SHEET #4

PART II

A. List the ways you feel the toddler caregiver did a good job bathing and dressing the toddler.

B. List the factors you think are most important in bathing and dressing a toddler.

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #5--OBSERVE FEEDING OF TODDLERS

NAME ______________________ SCORE __________

Observing feeding of toddlers will provide an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the feeding of toddlers, complete the observation form that follows. Learn from this experience so you can feed toddlers with ease.

PART I

Place of observation--______________________

Number of toddlers--______________________

Date-- ______________________

Length of observation--______________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide a quiet activity before the meal?			
have toddlers use bathroom and wash hands before going to the table			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide peaceful, quiet and uncluttered surroundings?			
remain calm and accept the fact that the toddlers were learning to eat and accept new foods?			
accept toddlers' needs to touch and eat food with hands?			
provide eating utensils that were safe and an easy size for toddlers to handle?			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide a drinking cup easy to handle and not over 2/3 full?			
provide tables and chairs suitable to the size of the chidren?			
give small portions of foods?			
offer new foods as well as foods with which the children were familiar?			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
serve attractive foods in a variety of colors, textures, and flavors?			
give help where and when needed?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-77.

PART II

A. List the ways you feel the toddler caregiver did a good job feeding the toddlers.

ASSIGNMENT SHEET #5

B. List the factors you think are most important in feeding toddlers. ________________

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #6--OBSERVE TOILET TRAINING

NAME ______________________ SCORE ____________

Observing toilet training will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the toilet training of a toddler, complete the observation form that follows. Learn from this experience so that you can easily assist in toilet training.

PART I

Place of observation--______________________

First name of child--______________________

Age-- ______________________ Sex-- ____________

Date-- ______________________ Time of observation--____________

Length of observation--______________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
recognize individual words or signs that toddler was about to have a bowel movement or urinate?			
place toddler on toilet seat or chair at the appropriate time?			

ASSIGNMENT SHEET #6

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide toilet chair or seat with adequate support for feet and arms?			
see that the child could sit steadily on toilet chair or seat?			
seem pleasant and unhurried?			
praise toddler for success?			

ASSIGNMENT SHEET #6

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
refrain from expressing anger or disgust during the toileting procedure?			
refrain from leaving toddler on toilet chair or seat for a long period of time?			
flush toilet when toddler was away from the bathroom?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-78.

ASSIGNMENT SHEET #6

PART II

A. List the ways you feel the caregiver did a good job in toilet training the toddler.

B. List the factors you think are the most important in toilet training a toddler.

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #7--OBSERVE TODDLER NAP TIME

NAME____ SCORE ________________

Observing toddler nap time will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the nap time of a toddler, complete the observation form that follows. Learn from this experience so that you can easily assist in toddler nap time.

PART I

Place of observation--____

First name of child--____

Age-- ______________________________ Sex-- ________________

Date-- ______________________________ Time of observation--____________

Length of observation--____

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
carry out quiet activity immediately before nap time?			
darken room as much as possible?			

ASSIGNMENT SHEET #7

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
eliminate noise, except for soft music?			
provide bed/cot/mat and cover for each child			
aid in removing toddlers' shoes and other tight-fitting clothing?			
work in a calm, organized manner?			

ASSIGNMENT SHEET #7

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
see that each child was settled, giving personal attention as needed?			
supervise children during nap time?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-79.

PART II

A. List the ways you feel the toddler caregiver did a good job in nap time assistance.

ASSIGNMENT SHEET #7

B. List the factors you think are most important in assisting with toddler nap time.

____

____

____

____

____

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #8--DEVELOP A DAILY SCHEDULE FOR TODDLERS

NAME ______________________________ SCORE ________________

Schedules for toddlers should be well planned but still allow for differences in ages and development. There should be opportunities for nap time, eating, toileting, indoor and outdoor play. There should also be opportunity for free and group play.

The opportunity has finally come. You got a promotion at the child care center where you have been working for the past six months. You have been hired to replace the head teacher of the toddler group. You are thankful that you have worked as her assistant since your employment. It is now your responsibility to plan a daily schedule for the toddlers. You are able to take advantage of past plans in the center. Study the example that follows, textbooks, visit with toddler caregivers, or other resources as you plan a daily schedule for a toddler on the form that follows. Plans should include times and activities.

SAMPLE DAILY SCHEDULE FOR A TODDLER

TIME	**ACTIVITIES**
7:30-9:00 a.m.	Arrival. Interest centers are set up around room and toddlers are allowed to choose something to do. Science/math--Shape matching board Art--Finger paints Pretend corner--Household items, dress-up clothes, and dolls Sand and water--Water with sink and float toys Library--Shape books
9:00-9:15 a.m.	Clean up room.
9:15-9:45 a.m.	Snack and bathroom break.
9:45-10:15 a.m.	Group time Shape bean bags and talk about shapes. Have boxes set up marked with shapes, such as triangle, square, circle, and rectangle. Have children throw shapes of bean bags into the correctly marked box. Song--*Have You Ever Seen a Square (Circle, Triangle, Rectangle)?*
10:15-11:15 a.m.	Gymnastics Obstacle course is set up. Allows climbing; crawling over, under, and through; jumping; and running.
11:15-11:30 a.m.	Wash hands for lunch
11:30-12:30 p.m.	Lunch
12:30-1:00 p.m.	Bathroom and story before nap, *The Cat in the Hat*.
1:00-3:00 p.m.	Nap

ASSIGNMENT SHEET #8

TIME	ACTIVITIES
3:00-3:30 p.m.	Wake up, snack, and bathroom.
3:30-4:30 p.m.	Outside play to encourage gross motor development.
4:30-5:30 p.m.	Free play. Children are allowed to play in interest centers until time to go home.

ASSIGNMENT SHEET #8

DAILY SCHEDULE FOR A TODDLER

TIME **ACTIVITIES**

ASSIGNMENT SHEET #8

TIME **ACTIVITIES**

ASSIGNMENT SHEET #8

PART II

A. Study the plan you have just completed. In what ways does it allow for each of the following?

1. Eating-- ____________________

2. Napping-- ____________________

3. Toileting-- ____________________

4. Playing alone-- ____________________

5. Playing with the group-- ____________________

B. Do you feel that the plan is good? ____________________

Why or why not? ____________________

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #9--RESEARCH LICENSING STANDARDS FOR CAREGIVERS AND CARE CENTERS SERVING TODDLERS

NAME ______________________ SCORE ____________

Licensing standards are extablished through various national, state, and county agencies. In Oklahoma, the Department of Human Services has this responsibility. They continually update and revise their licensing standards as necessary.

Identify the agency responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information allowing you to research licensing standards for caregivers and care centers serving toddlers. Use this information as you complete this assignment.

A. Agency responsible for licensing standards--______________________

____

B. List two licensing standards required of toddlers' caregivers.

1. ______________________

____

2. ______________________

____

C. List five licensing standards required of toddler care centers.

1. ______________________

____

2. ______________________

____

3. ______________________

____

4. ______________________

____

5. ______________________

____

PRESCHOOL-AGE CARE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care for preschool-age children to ensure that their needs are met. The knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with preschool-age care to the correct definitions.
2. Select from a list developmental tasks of preschool-age children.
3. Distinguish among characteristics of three-, four-, and five-year-old children.
4. Select from a list advantages of a good care center for preschool-age children.
5. Describe ways to work with preschool-age children.
6. Name learning centers often found in a preschool-age care center.
7. Select from a list what to consider in planning meals and snacks for preschool-age children.
8. List responsibilities preschool-age children can assume.
9. Complete a chart of activities that stimulate preschool-age children.
10. Observe preschool-age children's caregiver.
11. Evaluate preschool-age care center.
12. Select a book for preschool-age children.
13. Select toys and play equipment for preschool-age children.
14. Plan and prepare nutritious snacks and meals for preschool-age children.
15. Recommend ways to handle situations typical of preschool-age children.
16. Develop a daily schedule for preschool-age children.
17. Research licensing standards for caregivers and care centers serving preschool-age children.

PRESCHOOL-AGE CARE
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Preschool-age--Child from three years to five years old

   B. Developmental tasks--Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

   C. Learning centers--Areas in the center planned for activities to help children achieve developmental tasks

II. Developmental tasks of preschool-age children

   (NOTE: Differences between children should be considered. Each child develops at a different rate.)

   A. Able to care for self

      EXAMPLES: Eating; toilet training; getting dressed; keeping clean

   B. Learn sex differences

   C. Learn about their surroundings

   D. Learn to tell right from wrong

   E. Learn to relate to parents, siblings, and others

III. Characteristics of three-, four-, and five-year-old children

   A. Three-year-old

      1. Knows 900 to 1,200 words, but still has more ideas than can actually be put into words

      2. Has some trouble knowing difference between "real" and "pretend"

      3. Imitates or "parrots" what others say or do

      4. Asks "why" often

      5. Wants needs taken care of *now*; impatient

      6. Begins to say "no" less often

      7. Needs nap; becomes irritable and restless when tired

INFORMATION SHEET

8. Begins group play
9. Runs and jumps well and can climb using both feet
10. May forget to use bathroom until it is too late

B. Four-year-old

1. Labels most familiar objects and can tell about them
2. Tries to use language in a grown-up way; knows 1,500 to 2,000 words
3. Can follow directions but will often question
4. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry
5. Begins to have self-confidence and to trust others
6. Forms special friendships
7. Is hard to discipline because of self-determination
8. Enjoys active play
9. Still needs planned periods of quiet activity
10. Usually takes care of bathroom needs alone but still may require help with buttons, snaps, or zippers

C. Five-year-old

1. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000 to 2,500 words
2. Can participate well in group activities and games
3. Follows directions with two or three parts
4. Can refer to events of yesterday and look forward to events tomorrow
5. Can be patient in waiting for needs to be met
6. Begins to know right from wrong
7. Shows some ability to act on own
8. Does not usually have to have a nap
9. Able to skip
10. Has good bathroom habits

INFORMATION SHEET

IV. Advantages of a good care center for preschool-age children (Assignment Sheets #1, #2, #3, #4, #7, and #8)

   A. Helps children achieve developmental tasks

      EXAMPLE: Learn to relate to parents, siblings, and others

   B. Encourages awareness of others

   C. Helps children to rely on themselves rather than family

   D. Teaches good manners and sharing

   E. Helps prepare children for school routine

   F. Provides enrichment experiences

      (NOTE: Often has more or different books and art and play materials than at home.)

V. Ways to work with preschool-age children (Assignment Sheets #1 and #6)

   A. Giving suggestions or directions

      1. Be positive

         EXAMPLE: "You can roll the ball on the floor" instead of "Don't throw the ball"

      2. Speak slowly and in short sentences

      3. Be patient; many lessons need many reminders

      4. Give only one direction at a time

      5. Keep in mind that children tend to be slow

      6. If one way does not work, wait awhile and try another

   B. Respecting children as separate human beings

      1. Let children do things for themselves rather than being constantly dependent on adults

      2. Ask yourself why children behave in certain ways

      3. Laugh *with* children and not *at* them

      4. Try to look at world on children's level

         (NOTE: Bend to knees to get down on child's level; put pictures at child's eye level.)

INFORMATION SHEET

C. Maintaining limits

1. Give children choices only when you intend to accept their decisions

2. Redirect a child's interests or activities away from "no-no's"

3. Overlook many small mistakes

   (NOTE: Children have a right to make mistakes.)

4. Protect children's health

   EXAMPLES: Is equipment safe? Is clothing appropriate for weather?

5. Let children choose, even make mistakes, within limits of physical safety and good moral behavior

   (NOTE: Interfere with children's activities when hurting others, when in danger of hurting themselves, or when being purposely destructive.)

VI. Learning centers often found in a preschool-age care center

A. Science center

EXAMPLES: Aquarium; hamster home; ant farm

B. Art center

EXAMPLES: Crayons; paints; clay

C. Housekeeping center

EXAMPLES: Dishes; table; stove

D. Library center

EXAMPLE: Books with table and chairs, mats, or carpets

E. Manipulative center

EXAMPLES: Puzzles; counting games

F. Music center

EXAMPLES: Record player; musical instruments; piano

INFORMATION SHEET

G. Playground

EXAMPLES: Slide; swing; bars; climbing area

H. Building block center

EXAMPLES: Counting blocks; alphabet blocks; wood or plastic building blocks

I. Carpentry center

J. Sensory center

EXAMPLES: Water play; sand play; cornmeal or seed activities

K. Language arts center

VII. What to consider in planning meals and snacks for preschool-age children (Assignment Sheet #6)

A. Basic four food groups to plan nutritious meals and snacks

B. Simple foods

C. Finger foods

D. Familiar foods that are well-liked

(NOTE: Introduce only one new food at a time.)

E. Small servings and seconds on request

F. Variety of foods

G. Bright food colors when possible

H. Foods that are fun to eat

EXAMPLES: Molded gelatin; bumps on a log; clown cake

VIII. Responsibilities preschool-age children can assume

A. Wash and dry face and hands

B. Use toilet

C. Feed self

D. Carry dishes to kitchen

E. Help prepare simple foods

INFORMATION SHEET

F. Set table

G. Choose clothing

H. Dress self

I. Put away toys after each play period or at specific times

J. Bathe self

K. Brush teeth

L. Hang up coat or sweater

M. Make bed

N. Fold simple laundry items

O. Button fronts

P. Put shoes on

Q. Tie shoes

R. Zip jacket

S. Use fork and knife

T. Sit at table for group/family meals

U. Pour liquids without spilling

V. Play without interruption for at least one hour

(NOTE: This indicates a growing attention span.)

INFORMATION SHEET

IX. Activities that stimulate preschool-age children (Assignment Sheets #3 and #4)

ACTIVITY	PURPOSE OF ACTIVITY
Encourage child to participate in dramatic play center	Teaches roles
Read to child	Teaches new words and concepts
Take trip to the zoo	Enlarges child's world and provides practice in naming animals
Set up an aquarium	Teaches child about fish and their care
Help child prepare simple recipe that is written with drawings that he/she can follow with minimum help	Helps child grasp cooking concepts and helps child feel productive and worthwhile
Take walk to park with children and allow each to pick up a rock or stick; Set up "rock collection" at center	Teaches child about world; teaches concepts of smaller and larger; teaches differences in colors
Help child plant a seed, care for it, and watch it grow	Teaches child about plants, soil and how things grow
Allow child to participate in creative art experience EXAMPLES: Painting, coloring with crayons, molding, sculpting, cutting and pasting, or printing	Encourages creativity while teaching eye-hand coordination
Help child sing songs	Teaches words, memory development, and rhythm
Teach fingerplays and poems	Teaches words, motions, coordination
Allow child to play on playground equipment	Helps develop motor coordination

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #1--OBSERVE PRESCHOOL-AGE CHILDREN'S CAREGIVER

NAME ______________________________ SCORE ______________

This assignment should be completed while observing a preschool-age children's caregiver. This person could be a parent of a preschool-age child or the person responsible for caring for the preschool-age group in a child care center. Keep in mind that observation reports will vary depending on the setting and the age of the child or children. They will also vary depending on the time of day and length of observation.

PART I

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class when the assignment is finished.

Observation site--______________________________

Previous experience of caregiver--______________________________

Number of children present--______________________________

Number of adults present--______________________________

Date--______________________ Time of observation-- ______________

Length of observation--______________________________

ASSIGNMENT SHEET #1

PART II

Describe as many situations as possible in which there was evidence of the caregiver doing each of the following.

A. Giving suggestions or directions-- ______________________

B. Respecting children as separate human beings-- ______________________

C. Maintaining limits-- ______________________

ASSIGNMENT SHEET #1

PART III

1. List the ways you feel the caregiver did a good job working with the preschool-age children.

2. If you were responsible for the preschool-age children, what things would you have done differently?

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #2--EVALUATE PRESCHOOL-AGE CARE CENTER

NAME ____________________ SCORE __________

Finding good child care can cause much concern for those who seek it for preschool-age children. Places that provide child care for preschool-age children include child care centers, preschools, family day-care homes, Head Start centers, and private homes.

PART I

Use the following checksheet to evaluate a child care center that cares for preschool-age children.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Is center's license displayed?			
Are conditions safe and sanitary?			
Is the atmosphere comfortable and pleasant?			
Is the child's health protected and good health habits encouraged?			
Is the food nutritious, well-prepared, and served attractively?			
Is a menu posted?			
Are the workers pleasant and respectful toward each other and the children?			
Is there enough room indoors and outdoors for the children to play and work?			
Is the equipment sturdy, safe, and appropriate for various age ranges of children?			
Are materials and supplies well-organized and arranged?			
Are emergency numbers by the telephone?			
Are emergency plans posted for all to observe?			
Are activities and experiences planned to meet the needs of children?			
Is a daily schedule of activities and experiences posted?			
Do the children have chances for "hands-on" experiences?			

ASSIGNMENT SHEET #2

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Do the children have opportunities to develop social skills?			
Are parents able to be involved in the program?			
Are records kept of the children's progress and development?			
Do staff members work well together?			
Does the center work with the community to develop and maintain quality programs?			

PART II

A. What are the rates per week or per hour for this type of child care? ______________

____

B. Would you choose this child care alternative for your preschool-age children? ________

____

Why or why not? ______________________________

____

____

____

____

____

____

C. Considering current licensing standards, were there enough adults per child? ________

____

D. What things did you like at the center? ______________________

____

____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #3--SELECT A BOOK FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

There are many books available for children. It is difficult to decide on one to purchase or even to read to a child. Choose a book available to you. Evaluate this book using the checklist below. Bring the book to class.

Check the column that applies to each statement.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Does it contain familiar places, people, and events?			
Does it allow children to use or develop their imaginations?			
Does it frighten or upset the children?			
Does it include a lot of action?			
Does it suit the children's ages?			
Is it colorful?			
Does it have more pictures than words?			
Is it the right length for the children's attention span?			
Did the children like the book?			
Is the book sex-biased or stereotyped?			

Would you recommend this book for purchase? ______________________________

Explain your answer-- ______________________________

____

____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #4--SELECT TOYS AND PLAY EQUIPMENT FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE __________

Toys and play equipment--they can be purchased in a variety of places or can even be constructed at home. How do you decide what to buy or make? Evaluate toys and play equipment using the checklist below. Bring the item to class or make arrangements to observe the toy or play equipment on a study tour.

PART I

Check the column that applies to each statement.

EVALUATE THE FOLLOWING:	**YES**	**NO**	**DOES NOT APPLY**
Does it have an attractive shape?			
Is it colorful?			
Is it durable?			
Does it reflect children's interests?			
Is it appropriate to the developmental level?			
Does it provide problem-solving activities?			
Does it teach new skills?			
Does it leave room for imagination and curiosity?			
Is it nonviolent?			
Does it encourage interaction between children and between children and adults?			
Is it easily cleaned?			
Does it work like it is supposed to?			
Did it promote sex-role stereotyping?			

Would you recommend this for purchase? ______________________________

Explain your answer ______________________________

____

____

ASSIGNMENT SHEET #4

PART II

Select five toys or play equipment available for purchase or in a preschool play area. Examine and determine if they are designed to contribute to the development of children.

TOYS OR PLAY EQUIPMENT (name or describe)	CONTRIBUTION TO DEVELOPMENT	COST (if available)
A. ____________ ____________	______________________ ______________________ ______________________	____________
B. ____________ ____________	______________________ ______________________ ______________________	____________
C. ____________ ____________	______________________ ______________________ ______________________	____________
D. ____________ ____________	______________________ ______________________ ______________________	____________
E. ____________ ____________	______________________ ______________________ ______________________	____________

ASSIGNMENT SHEET #4

PART III

The safety of toys and play equipment is a major factor in their selection. Although unsafe toys and play equipment have been banned by law, you still need to be careful when it comes to choosing or supervising their use.

Evaluate a toy and piece of play equipment using the following checklists. Add additional factors to evaluate for the items you select.

Check the column that applies to each statement.

TOYS	YES	NO	DOES NOT APPLY
Are there sharp edges and points?			
Are there splinters?			
Is it possible to remove small parts?			
Is the paint nontoxic and lead-free?			
Is it flammable?			
Is it washable? Does it contain liquid?			
Is it easily broken?			
(other)____________________________			
PLAY EQUIPMENT	**YES**	**NO**	**DOES NOT APPLY**
Are there sharp edges and points?			
Are there splinters?			
Is it possible to remove parts?			
Is the paint nontoxic and lead-free?			
If made from steel, is it rust resistant?			
Is ladder secure?			
Are metal edges rolled?			
Is it sturdy and safe?			
Is it in a safe location?			
(other)____________________________			

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #5--PLAN AND PREPARE NUTRITIOUS SNACKS AND MEALS FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Most children get hungry, tired, or irritable if they go too long without food. Mid-morning and mid-afternoon snacks are usually served to preschoolers. These are in addition to breakfast, lunch, and supper.

Planning a nutritious diet for a preschooler is not easy. These are the years of lower appetite and definite food likes and dislikes. Food choices must contain high-quality nutrients to make up for the smaller amounts of food eaten.

PART I

Plan a balanced diet for preschoolers for five days. Try to include some of their favorite foods. Keep unit information and the basic four daily requirements for children in mind as you complete plans that follow.

Basic four daily requirements for children:

Milk Group: 4 servings daily
Meat Group: At least 2 servings daily
Bread/Cereal Group: 4 servings daily
Vegetable/Fruit Group: 4 servings daily (include at least one vegetable or fruit high in Vitamin A and one vegetable or fruit high in Vitamin C)

EXAMPLES OF CHILD-SIZE PORTIONS OF COMMON FOODS

FOOD	AGE Three to Five Years
Milk	6 oz.
Meat, fish, poultry, liver	2-3 Tbsp.
Egg	1/2
Fruits	2 Tbsp. (1/2 cup for ages four and five)
Vegetables	2-3 Tbsp.
Cereal	1/3 cup
Bread	1/2 slice
Butter or fortified margarine	1 tsp.

These are portions of initial servings; seconds should be available.

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ASSIGNMENT SHEET #5

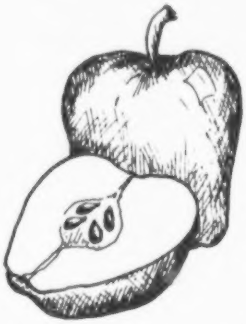
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
SNACK					
LUNCH					
SNACK					
DINNER					

ASSIGNMENT SHEET #5

PART II

Planning snacks can be fun and challenging. Choose two recipes for snacks listed in your chart. Record these snacks in the spaces provided. Complete the time-work plans that follow. Use these plans to prepare the snacks for preschool-age children.

Recipe #1



This Recipe is for ______________________________

Ingredients

______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Preparation Instructions: ______________________________

____

____

____

____

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____

ASSIGNMENT SHEET #5

TIME-WORK PLAN #1

Name ____________________

Food to Prepare: ________________________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

ASSIGNMENT SHEET #5

Recipe #2

This Recipe is for ______________________

Ingredients

______________ ______________
______________ ______________
______________ ______________
______________ ______________
______________ ______________

Preparation Instructions: ______________________

174-B

ASSIGNMENT SHEET #5

TIME-WORK PLAN #2

Name ______________________

Food to Prepare: ______________________________

Kitchen ______________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1. ________________	________________
2. ________________	________________
3. ________________	________________
4. ________________	________________
5. ________________	________________
6. ________________	________________
7. ________________	________________

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #6--RECOMMEND WAYS TO HANDLE SITUATIONS TYPICAL OF PRESCHOOL-AGE CHILDREN

NAME ______________________ SCORE ____________

Described are several situations that are typical of preschool-age children. Read each of the situations carefully and recommend the caregiver's role in handling them. The situations described represent common occurrences that happen with preschool-age children. The caregiver's role must be that of a "friendly referee." Write your recommendation for handling each situation.

SITUATION I

Two preschool-age children are fighting over a truck in the sandbox.

How could the caregiver handle this situation?

SITUATION II

Three children remain at the care center after it is time to leave. All other children have left. One starts crying, then another, and then another.

How could the caregiver handle this situation?

ASSIGNMENT SHEET #6

SITUATION III

Amy goes to the block center and asks two children if she can play with them. They respond, "No, go away. We don't like you."

How could the caregiver handle this situation?

SITUATION IV

Susy tells George that his picture is ugly!

How could the caregiver handle this situation?

SITUATION V

As the children sit down to eat lunch one child says, "I don't like this."

How could the caregiver handle this situation?

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #7--DEVELOP A DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Schedules for preschoolers should be well-planned but still allow for differences in ages and development stages. There should be time for naps, eating, toileting, and indoor and outdoor play as well as times for free and group play.

PART I

The opportunity has finally come. It is your turn to plan a daily schedule for the preschool-age children in the center where you have been working for the past six weeks. You are able to take advantage of past plans in the center. Study the example that follows, use textbooks, visit with preschool-age caregivers, or use other resources as you plan a daily schedule for preschool-age children. Plans should include times and activities.

SAMPLE DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

TIME	**ACTIVITIES**
7:30-8:45 a.m.	Arrival. Interest centers are set up around room and children are allowed to choose something to do Art--Marble painting Science/Math--Number recognition game (number cards and golf tees) Manipulative--"Lego's" Pretend--Medical box (operating scrub suits, stethoscopes, banages, cotton, dolls for patients) Library--Books about the letter "T" Sand and water--Rice and measuring cups
8:45-9:00 a.m.	Clean up room
9:00-9:30 a.m.	Snack and bathroom break
9:30-10:00 a.m.	Group time Calendar. "T" box--a big box is brought out that is filled with pictures and items beginning with the letter "T." Talk about pictures and items. Finish with song, Where is Thumbkin?
10:00-10:15 a.m.	Get dressed for swimming
10:15-11:15 a.m.	Swimming (Monday and Wednesday)
11:15-11:30 a.m.	Get dressed
11:30-12:30 p.m.	Lunch
12:30-1:00 p.m.	Bathroom. Story before nap, *The Three Bears*

ASSIGNMENT SHEET #7

TIME	ACTIVITIES
1:00-3:00 p.m.	Nap
3:00-3:30 p.m.	Wake up, snack, and bathroom
3:30-4:30 p.m.	Outside play (gross motor development)
4:30-5:30 p.m.	Free play--interest centers until time to go home

ASSIGNMENT SHEET #7

DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

TIME **ACTIVITIES**

180-B

ASSIGNMENT SHEET #7

TIME ACTIVITIES

ASSIGNMENT SHEET #7

PART II

A. *Study the plan you have just completed. In what ways does it allow for each of the following activities?*

1. Eating? ____
2. Napping? ____
3. Toileting? ____
4. Playing alone? ____
5. Playing in a group? ____

B. In what ways do you feel the plan is good? ____

C. In what ways could the plan be improved? ____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #8--RESEARCH LICENSING STANDARDS FOR CAREGIVERS AND CARE CENTERS SERVING PRESCHOOL-AGE CHILDREN

NAME ______________________ SCORE ____________

Licensing standards are established through various national, state, and county agencies. In Oklahoma, the Department of Human Services, has this responsibility. They constantly update and revise their licensing standards, as needed.

Identify the agency that is responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information to research licensing standards for caregivers and care centers serving preschool-age children. Use the information obtained as you complete this assignment.

A. Agency responsible for licensing standards-- ______________________

B. List two licensing standards required of caregivers of preschool-age children.

1. ______________________
2. ______________________

C. List five licensing standards required of preschool-age care centers.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to plan learning activities that develop creativity in children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with fostering creativity through play to the correct definitions.
2. State factors that promote creative play.
3. List materials that encourage creative play.
4. Select from a list responsibilities of parents and caregivers for fostering creativity in children.
5. Discuss facts about creative play.
6. Arrange in order steps caregivers should take to promote water play.
7. Select from a list suggestions for the use of clay or play dough.
8. State facts to consider when planning block play.
9. Select from a list factors for the caregiver to consider when using dramatic play.
10. Complete a chart on care and storage of creative playthings.
11. Distinguish between do's and don'ts for the child caregiver for creative play experiences.
12. Select items and sources for creative play equipment.
13. Construct a prop box.
14. Observe a child in dramatic play.
15. Demonstrate the ability to
    a. Prepare play dough.
    b. Construct a toy horse.
    c. Prepare finger paint.
    d. Make a finger puppet, a hand puppet, and a stick puppet.

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Creativity--Originality in thought or action

   B. Manipulation--Feeling, handling, touching, moving, or examining with the hands

   C. Medium--Instrument or means by which something is expressed

      EXAMPLES: Some artistic media are clay, paint, and crayon

   D. Socio-dramatic play--Activities involving interaction with other children

      (NOTE: Socio-dramatic play usually lasts at least 15 minutes, and includes verbal communication and imaginative use of materials.)

   E. Dramatic play--Activities which contribute to the learning capacity of the child by stimulating the imagination

      (NOTE: Dramatic play is the primary way of fostering creativity through play.)

   F. Equality--State of being the same

   G. Seriation--Lining up objects in order according to size, weight, number, or shape

   H. Anxiety--Worry or uneasiness about what may happen

   I. Perceptual motor skills--Gradual, orderly growth of the child's ability to understand what he or she sees

II. Factors that promote creative play

   A. Child caregiver avoids dominating the play

   B. Child caregiver encourages children to produce ideas for creative play

   C. Child caregiver plays the role of assistant to the child

   D. Child caregiver provides proper equipment

      EXAMPLES: Boards; blocks; ladders; puzzles

   E. Child caregiver provides an attractive play area

INFORMATION SHEET

III. Materials that encourage creative play (Assignment Sheet #1)

  A. Dolls and doll corner accessories

  B. Blocks

  C. Transportation toys

  D. Sandbox and accessories

  E. Housekeeping corner and accessories

  F. Dress up clothes and suitcase

  G. Suitcase

  H. Toy animals

  I. Hats of all kinds

  J. Workbench and tools

  K. House care and repair tools

  L. Water play accessories

  M. Dowel rods for fishing poles or temporary flagpoles

  N. Old car body or rowboat

  O. Car seat and steering wheel

  P. Boxes and barrels of all sizes and shapes

  Q. Blankets, sheets, or large pieces of material

  R. Broomsticks for horses

  S. Mud and sand

  T. Play dough and clay

IV. Responsibilities of parents and caregivers for fostering creativity in children (Job Sheet #4)

  A. To encourage children to explore their own world

  B. To emphasize to children that imaginations are not realities

  C. Do not criticize children for creating things in their minds

  (NOTE: Emphasize to children the difference between real and imagined things.)

  D. To encourage children to stretch their imaginations

INFORMATION SHEET

V. Facts about creative play (Assignment Sheets #2 and #3; Job Sheets #1, #2, #3, and #4)

  A. Dramatic

    1. Encourages children to be social and imaginative

    2. Usually involves more than one child

    3. Develops language

    4. Can be enhanced with costumes

  B. Block

    1. Can be used throughout elementary school

    2. Provides opportunities for developing perceptual motor skills

    3. Gives child a chance to achieve large effects quickly

       (NOTE: Children have an opportunity to expand their ego by building large structures.)

    4. Allows child to see that operations are reversible

       EXAMPLE: Building that child constructed falls to the floor

  C. Water

    1. Relaxes and soothes children

    2. Provides relief from pressure and tension

    3. Encourages development of eye-hand coordination

       (NOTE: Pouring and measuring provides much practice for developing eye-hand coordination.)

    4. Enhances children's intellectual concepts

  D. Modelling materials

    1. Allows for release of energy

    2. Unburdens anxieties and fears

    3. Encourages social interaction

    4. Includes different types

       EXAMPLES: Plasticine; potter's or natural clay

INFORMATION SHEET

E. Paint

1. Is best when carried out in a relaxed atmosphere

2. Is best when child is not rushed

3. May encourage the child to talk about his or her artwork

   (NOTE: Do not ask child what he or she has painted.)

4. Is best when children do not have to stay within certain lines

   EXAMPLE: Coloring book

VI. Steps caregivers should take to promote water play

A. Decide what type of water to use

B. Assemble equipment

EXAMPLES: Soapy water; colored water; plastic aprons; deep container for water; sponges; towels; cups; bowls

C. Minimize the problem of getting wet

EXAMPLES: Roll sleeves up as far as possible; remove shoes

D. Set rules and guidelines for children before activity starts

E. Encourage children to help with cleanup

F. Change children's wet clothes if necessary

VII. Suggestions for the use of clay or play dough (Job Sheet #1)

(NOTE: Be sure child gets piece of clay approximately the size of a grapefruit.)

A. Select two colors that will blend together well

(NOTE: If more than one color is used, be prepared for them to be mixed together.)

B. Cover table with suitable material

EXAMPLES: Masonite squares; oilcloth

C. Encourage children to keep clay on the table

D. Avoid providing patterns or models

(NOTE: Children need to discover what they can do without patterns or models.)

INFORMATION SHEET

VIII. Facts to consider when planning block play

- A. Blocks are well-sorted and neatly arranged
- B. Accessories are included that relate to the topic being studied

  (NOTE: If a study tour was taken to the fire station the day before, give the children a fire engine to use during block play, but avoid too many accessories.)

- C. Children are encouraged to use blocks in open area so that more children can have access to blocks
- D. Children know that the block buildings belong to the children that built them
- E. Attention is called to math concepts of equality and seriation relationships
- F. Children are encouraged to help with cleanup
- G. Blocks are stored on shelves so the children can see the size of the blocks

  (NOTE: If block is turned with only the end portion showing, it is hard for the children to find the right block.)

IX. Factors for the caregiver to consider when using dramatic play

- A. Children's interests
- B. Materials arranged attractively
- C. Suggestions to keep play going
- D. Possibility of caregiver being too involved in the activity

  (NOTE: This could cause the child to feel ill at ease. The caregiver should keep participation to a minimum.)

- E. Area can be tidied occasionally without disturbing children
- F. Children can be warned when end of playtime is near
- G. Children are encouraged to put things away when play is over
- H. Any articles that need mending or laundering are removed

INFORMATION SHEET

X. Care and storage of creative playthings

PROPS	CARE	STORAGE
Dress up clothes	Keep laundered and mended	Hang on hangers at child's level
Items for specific play themes	Keep clean and in good repair	Store in boxes of appropriate size if possible; put descriptive picture on outside of box
Finger and hand puppets	Keep clean and in good repair	Store in drawers, or in shoe boxes on shelves
Hats	Keep clean and in good repair; spray with a disinfectant	Store on shelves or in individual boxes
Housekeeping area accessories	Keep clean and in good repair and replace broken or missing parts	Set up in a clearly defined area
Blocks	Check regularly for splinters and rough spots; replace when necessary	Store in an area where they are easily put away by children
Clay and play dough	Check to see if clay is soft and clean; discard and replace when necessary	Store in tightly covered cans or plastic ice cream buckets
Woodworking area accessories	Supervise use of tools; check boards for splinters and hammers for loose heads or other broken parts	Store according to requirements of each tool or hang on brightly painted Peg-Board with shape of tool in contrasting color
Wheel toys	Check regularly for damage and lost or broken parts; repair or replace parts	Store in easily accessible places

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INFORMATION SHEET

XI. Do's and don'ts for the child caregiver for creative play experiences

A. Do's

1. Understand and respect different stages in child's art
2. Display child's work
3. Provide a variety of materials to use
4. Help parents understand child's creative artwork
5. Provide support and encouragement to child

B. Don'ts

1. Use patterns and models
2. Suggest a certain product
3. Require that certain themes be carried out
4. Ask child what he or she has drawn
5. Give outlines to fill in

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #1--SELECT ITEMS AND SOURCES FOR CREATIVE PLAY EQUIPMENT

NAME ______________________ SCORE ______________

Children need some equipment to enhance the quality of creative play. Most of this equipment can be collected for little or no charge from places in your community, such as garage sales, department stores, and restaurants.

(NOTE: This equipment is important, but care should be given not to provide too much.)

Complete the following chart by selecting additional items that could be used for each of the types of creative play, where in your community it could be found and whether or not it can be found free, or at a cost.

TYPE OF PLAY	ITEMS OR PROPS	WHERE ITEMS CAN BE FOUND	COST OR FREE
Dramatic			
Block			
Water			
Clay and play dough			
Painting			

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #2--CONSTRUCT A PROP BOX

NAME ______________________________ SCORE ____________________

By having certain props, a child can express him- or herself in an unlimited number of ways. These materials can be found easily and stored when they are in prop boxes.

The prop box should be of appropriate size, easy to carry, covered with durable paper, and clearly marked as to the specific occupation covered. The prop box can be added to the dramatic play area, wheeled toys area, block area, or it may have its own area.

Using the information given in this assignment sheet and references from your classroom, choose an occupation and construct a prop box.

PART I--SUGGESTED TOPICS AND PROPS

A. Automobile repairperson--Used (cleaned) auto parts, spark plugs, filters, carburetors, cable sets, gears, distributor, hammers, pliers, key carrier, keys, oil funnel, empty oil cans, hat, flashlight, wiring, auto supply catalogs, air pump, and windshield wipers

B. Plumber--Piping, all lengths, widths, and shapes for fitting together; spigots, plungers, tools, hose and nozzles, spade, old shirt and cap, hardware supply catalogs, and measuring devices

C. Nurse--Nurse's uniform, hats, bandages, Band-Aids, tongue depressor, stethoscope, syringes, shoes, nurse's gloves, cotton balls, hot water bottle, nurse's hose (white), and blood pressure kit

(NOTE: Uniforms should be child-size, if possible.)

D. Doctor--Eye pads, stethoscope, tongue depressor, Band-Aids, cotton balls, plastic bottle filled with water, syringes without needles, doctor's uniform, Ace bandage and crutch

E. Police officer--Hat, uniform, gun, badge, whistle, holster, shells, hand cuffs, and gun belt

F. Postal employee--Mailbox (can be made from a shoebox), index cards, stamp pad, crayons, and envelopes

G. Army officer or airplane pilot--Air force hat, army hat, shirt, boots, gun, belt, and canteen

H. Waitress or waiter--Menu (with pictures of food on it), pencil and pad, apron, name tag, paper plates (with pictures of meat, vegetables, potatoes, pie, and bread pasted on them), cups, plastic glasses and flatware, paper napkins, and tablecloth

I. Grocery store worker--Cash register, play money or green construction paper, used pop lids or play change, canned food, milk carton, soap carton, all types of household items that can be purchased in a grocery store, sales slips, and pencils

ASSIGNMENT SHEET #2

J. Cosmetologist--Mirror, combs, brush, cotton balls (in a small container), powders, hair ribbons and bows, lotions, scarfs, hairpiece, large clips, wigs, blow dryer, washable fingernail polish, shaving cream and Popsicle stick for razor

(NOTE: Take electrical cord off blow dryer.)

PART II--STEPS TO MAKE A PROP BOX

A. Obtain a strong box of appropriate size

(NOTE: If possible, get a box with handles.)

B. Decide which occupation to make a prop box for; collect several items (at least 10) to put in the box

(NOTE: These items should be real.)

C. Attach pictures from magazines that will help children identify what is in the box and print the name of the occupation on the box

EXAMPLE: A prop box for a firefighter might have a picture of a firefighter or fire truck

D. Paint with shellac or put clear Contact paper on the box to protect the pictures

E. Encourage parents to bring things to add to prop box

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

ASSIGNMENT SHEET #3--OBSERVE A CHILD IN DRAMATIC PLAY

NAME ______________________________ SCORE ____________________

Children express their imagination through play. Different types of play materials (props) help children do this. When children are given a few props they are able to imagine and invent many play situations.

Using the following guide, observe a child in a dramatic play situation in a child care center, nursery school, or at home. Remember that observations should be kept confidential.

(NOTE: The following observation guide may be altered to fit individual circumstances and teacher and/or student needs.)

SUGGESTED GUIDE FOR OBSERVING A CHILD IN A DRAMATIC PLAY SITUATION

First name of child ______________________________

Age ______________

Sex ______________

A. Describe setting in which the child is playing--

EXAMPLES: At home; in a child care center

____

____

B. List play materials the child was using and which items were most often selected--

____

____

____

C. Describe how the child was using the play materials-- ____________________

____

____

D. Record whether the child's imagination appeared to have been stimulated by the play materials that were available-- ______________________________

____

____

ASSIGNMENT SHEET #3

E. What other materials do you feel could be added to the dramatic play situation to stimulate the child's imagination--____

____

____

____

____

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #1--PREPARE PLAY DOUGH

(NOTE: Play dough is used as an extension and reinforcement of manipulative play. Children enjoy being able to use accessories such as rolling pins, cookie cutters, and modelling tools. Use of these materials should be limited somewhat because the children will be more creative when given play dough only.)

I. Equipment for making cooked play dough

    A. Measuring cups for dry and liquid ingredients

    B. Measuring spoons

    C. Straightedge

    EXAMPLES: Spatula; table knife

    D. Mixing spoon

    E. Pan for mixing and heating

II. Ingredients

    A. Flour, one cup

    B. Salt, 1/2 cup

    C. Water, one cup

    D. Vegetable oil, one tablespoon

    E. Cream of tartar, two teaspoons

    F. Food coloring, to desired intensity

III. Procedure

    A. Combine dry ingredients in pan

    B. Add water, vegetable oil, and color

    C. Cook over medium heat; stir until mixture reaches the consistency of mashed potatoes

    D. Remove from heat

    E. Allow to cool slightly

    (NOTE: Make sure dough is cooled enough so that it does not burn your hands while kneading.)

JOB SHEET #1

- F. Knead until color is mixed

  (NOTE: Knead on counter top or pastry board.)

- G. Store in tight-fitting covered containers

IV. Equipment for making uncooked play dough

- A. Measuring cups for dry and liquid ingredients
- B. Measuring spoons
- C. Straightedge

  EXAMPLES: Spatula; table knife

- D. Mixing bowl and mixing spoon
- E. Pan for boiling water

V. Ingredients

- A. Self-rising flour, two cups
- B. Alum, two tablespoons
- C. Salt, two tablespoons
- D. Cooking oil, two tablespoons
- E. Boiling water, two cups plus two tablespoons
- F. Food coloring

VI. Procedure

- A. Combine dry ingredients in mixing bowl
- B. Add boiling water
- C. Mix with spoon
- D. Allow to cool slightly
- E. Add color while kneading

  (NOTE: Be sure dough has cooled enough so hands are not burned. Allow children to knead dough.)

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #2--CONSTRUCT A TOY HORSE

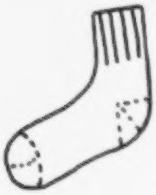
(NOTE: Items such as toy horses can give children many opportunities for creative play. When several children are involved, allow them to choose the color of materials to be used for their horse. This will allow the children to recognize their own horse.)

I. Equipment

A. Long stick such as an old broom or mop handle

B. Heavy sock with heel (Figure 1)

FIGURE 1



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C. Stuffing

EXAMPLES: Old rags; cotton; sawdust; stuffing from a pillow; old nylon hose

D. Tacks

E. Old glove or felt

F. Two shank buttons

G. Materials for rein

EXAMPLES: Ribbon; old apron ties; strip of cloth; heavy string

H. Thread

(NOTE: Be sure that thread is a heavy-duty type.)

I. Needle

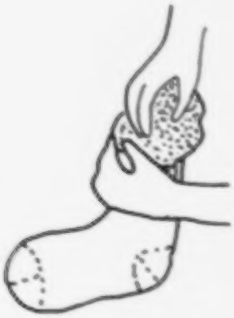
J. Tape

JOB SHEET #2

II. Procedure

A. Stuff sock very tightly with stuffing (Figure 2)

FIGURE 2



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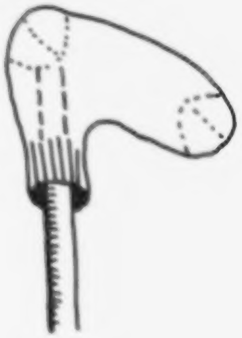
B. Make horse's head

1. Put end of stick in sock
2. Push stick up to heel (Figure 3)

FIGURE 3



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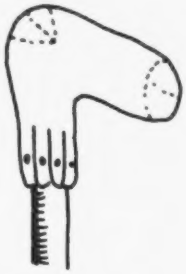
JOB SHEET #2

C. Attach head

1. Tack stuffed sock around the "neck" of the horse (Figure 4)

FIGURE 4



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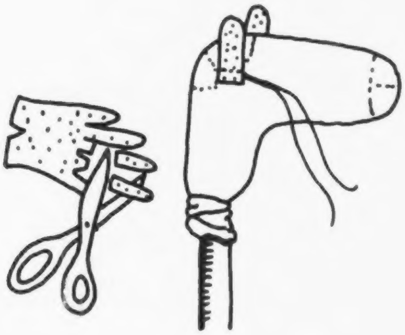
2. Wrap tape around end of sock to cover tacks

D. Make ears (Figure 5)

1. Cut two fingers off of glove
2. Stuff fingers very tightly
3. Sew them on the head

FIGURE 5



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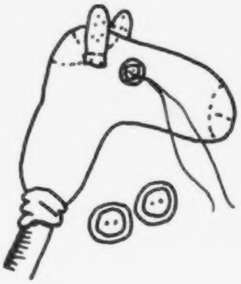
JOB SHEET #2

E. Make eyes by sewing on two buttons with needle and thread (Figure 6)

FIGURE 6



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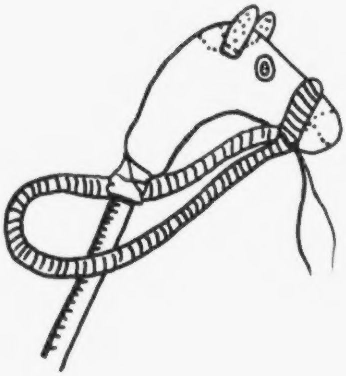
F. Make horse's reins

1. Cut reins approximately three feet long from ribbon, old apron ties, strip of cloth, or heavy string
2. Sew reins tightly around the nose (Figure 7)

FIGURE 7



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FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #3--PREPARE FINGER PAINT

(NOTE: Finger paint gives children a means in which to express themselves. Finger paint can be used on paper, which the children can take home, or they can use material such as a piece of Formica at a table.)

I. Equipment

  A. Measuring cups for liquid and dry ingredients

  B. Pan for cooking starch

  C. Spoon for stirring

  D. Straightedge

II. Ingredients

  A. Dry starch, 2/3 cup

  B. Cold water, one cup

  C. Boiling water, three cups

  D. Ivory Soap Flakes, one cup

  E. Oil of clove, a few drops

  (NOTE: This acts as a preservative.)

  F. Food coloring

III. Procedure

  A. Dissolve starch in cold water

  B. Smooth lumps and add boiling water

  C. Stir constantly

  D. Thicken but do not boil more than one minute

  E. Add Ivory Soap Flakes, oil of clove, and food coloring

  F. Store in jar with tight-fitting lid

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

JOB SHEET #4--MAKE A FINGER PUPPET, A HAND PUPPET, AND A STICK PUPPET

(NOTE: Puppets can help children say things they are too shy or afraid to say by themselves. Puppets encourage dramatic play and let children have fun while learning social concepts. Puppets to be used by children should be attractive but sturdy.)

I. Equipment needed for finger puppet

  A. Paper

  B. Tape, glue, or paste

  C. Crayons, felt markers, or poster paints

  D. Scissors

II. Procedure to make a finger puppet

  A. General

    1. Cut a strip of paper and tape it around your finger, making a tube

      a. Slide it off your finger

      b. Press it flat on the table to decorate

    2. Decorate

      a. Draw face on front

      b. Decorate with crayons, felt markers, or poster paints

      c. Decide what to add

        1) Tail

        2) Hat

        3) Ears

        4) Other details

  B. Specific

    1. Cat (Figure 8)

      a. Draw face and stripes on your puppet

      b. Cut ears and tail from paper

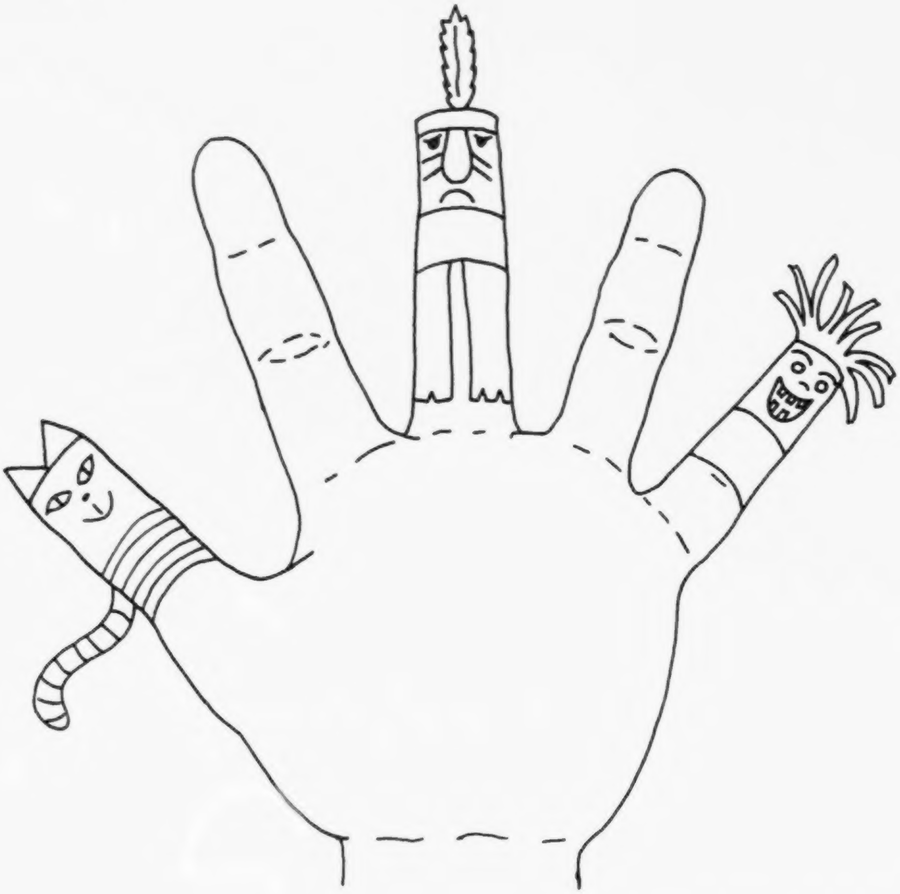
      c. Glue in place

      (NOTE: Use white glue.)

JOB SHEET #4

2. Indian (Figure 8)
    a. Draw Indian as shown
    b. Cut out paper feathers or use a real one; glue in place
    c. Cut slits in bottom
3. The thing (Figure 8)
    a. Draw funny face and body for your puppet
    b. Make hair from strips of tissue; glue in place

FIGURE 8



(NOTE: Get child's storybook to get ideas and make puppets for the other two fingers.)

JOB SHEET #4

III. Equipment needed for hand puppet

  A. Paper plate

  B. Glue or tape

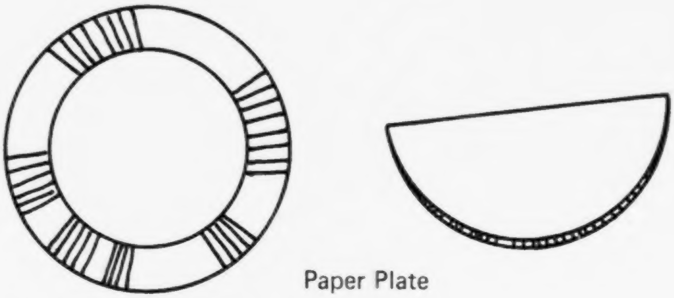
  C. Crayons, felt markers, or poster paints

  D. Scissors

IV. Procedure to make a hand puppet (singing frog)

  A. Fold paper plate in half (Figure 9)

FIGURE 9

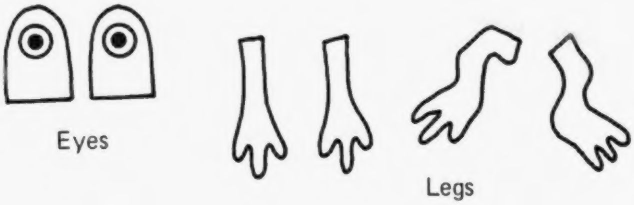


  B. Decorate

  (NOTE: If the plate is waxy, rub it with a soapy cloth before you draw or paint on it.)

  C. Cut out paper eyes and legs (Figure 10)

FIGURE 10

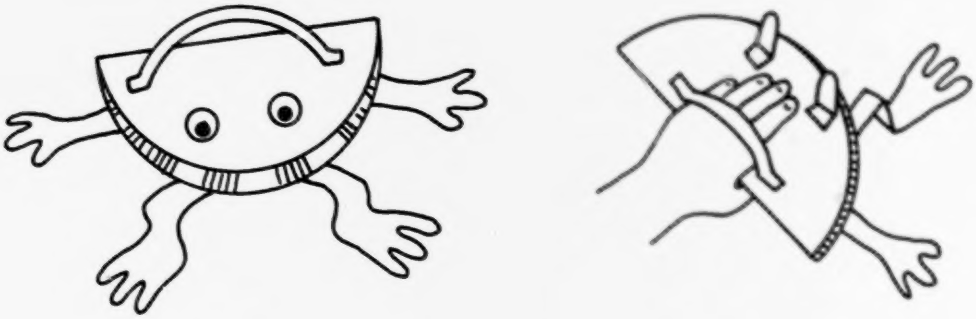


JOB SHEET #4

D. Glue or tape in place

E. Tape a strip of paper to the plate to make a finger strap; frog is ready to sing (Figure 11)

FIGURE 11



V. Equipment needed for stick puppet

A. Cardboard

B. Glue

C. Crayons, felt markers, or poster paints

D. Scissors

E. Pencil or stick

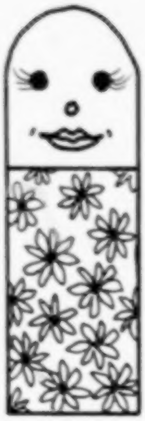
F. String or yarn

JOB SHEET #4

VI. Procedure to make a stick puppet (dancing girl)

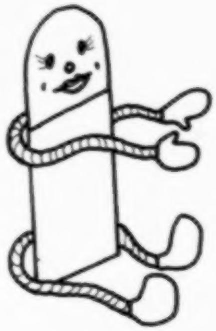
A. Cut a cardboard strip and decorate it (Figure 12)

FIGURE 12



B. Cut out paper hands and feet; attach to body with strings or yarn (Figure 13)

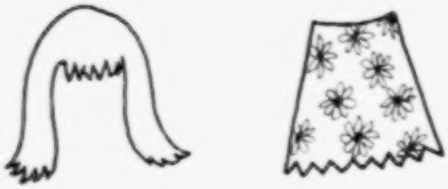
FIGURE 13



JOB SHEET #4

C. Use fringed paper for hair and skirt (Figure 14)

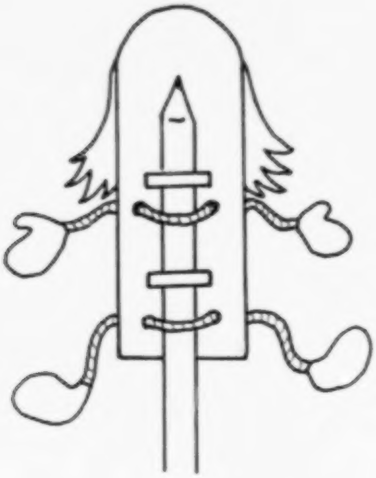
FIGURE 14



D. Glue in place

E. Tape a pencil or stick to the back (Figure 15)

FIGURE 15



(NOTE: Gluing pictures to tongue depressors is a quick way to make puppets.)

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to promote a positive self-concept and plan activities for special needs children. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with self-concept needs and activities for special needs children to their correct definitions.
2. State general teaching guidelines when working with special needs children.
3. Select from a list ways to help special needs children develop a good self-concept.
4. List activities which promote a positive self-concept.
5. Select from a list suggestions to keep in mind when presenting activities to special needs children.
6. State ways to aid special needs children during activities.
7. Complete a chart on suggested activities and examples for special needs children.
8. List activities and equipment which promote motor skills.
9. Adapt activities for special needs children.
10. Complete activity cards for special needs children.
11. Evaluate an activity being presented to special needs children.
12. Demonstrate the ability to
    a. Present self-concept activity to special needs children.
    b. Present hidden object game to special needs children.

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Self-concept--The composite image children have about themselves; this includes both physical and psychological self-images

B. Physical self-image--Children's thoughts and feelings about their appearance; this includes sex appropriateness or inappropriateness, body parts, body movements, and use of body

C. Psychological self-image--Thoughts, feelings, and emotions of children

(NOTE: In special needs children this is a particularly high risk area.)

D. Unison--Saying the same words or making the same sound at the same time

E. Ethics--Standards of conduct and moral judgment

(NOTE: Caregiver should use good ethics when dealing with information concerning the children he or she works with.)

F. Confidential--Private or secret information

(NOTE: Many times caregivers have access to information that should be kept confidential.)

II. General teaching guidelines when working with special needs children

A. Understand your own feelings

(NOTE: Many people are nervous and worried about working with special needs children for the first time. First efforts are not always successful and this can cause frustrations. Keep this in mind when working with the children the next time.)

B. Involve aides and volunteers

(NOTE: The aide and volunteer should be included in planning activities for special needs children. Emphasize to volunteers the importance of proper ethics in keeping information about the children confidential.)

C. Set behavioral limits for the children

(NOTE: Behavioral limits should be consistent. If the behavior of the special needs children does not disturb the other children, perhaps it should be ignored.)

D. Break down activities

(NOTE: Break down activities into sub-skills that can be learned at the special needs children's current skill level.)

INFORMATION SHEET

E. Sequence activities

(NOTE: Start with simple activities and gradually increase the level of difficulty as the special needs children learn.)

F. Provide physical contact and guidance

(NOTE: Special needs children often learn best when they are "moved through" an activity until independent participation is possible. The success that the caregiver helps the children have makes them willing to try again.)

G. Avoid over-dependence by the special needs children on the caregiver or other children

(NOTE: It is often easy to assume that special needs children are more helpless than they really are.)

III. Ways to help special needs children develop a good self-concept (Assignment Sheet #2; Job Sheets #1 and #2)

A. Structure activities so children feel successful

(NOTE: Break the activities into many small steps.)

B. Praise progress, no matter how small

C. Be positive about failures

EXAMPLE: "You tried very hard. With such good practice, I'm sure you'll learn how to do that soon."

D. Be patient when it is necessary to show children how to do something several times

E. Be tender, accepting, and loving

F. Do not talk about the children's problems in front of them or other children

G. Concentrate on children's strengths, not weaknesses

(NOTE: Use the strengths to the children's best advantage.)

H. Fit the activity to the children so that it is challenging but not overwhelming

I. Be consistent about what you are expecting from the children

J. Make the children responsible for a part of the classroom routine, and praise their reliability

EXAMPLE: Watering the plants

INFORMATION SHEET

K. Never allow the other children to make fun of a child

L. Display the children's work

IV. Activities which promote a positive self-concept (Assignment Sheet #2; Job Sheets #1 and #2)

(NOTE: Most of these activities teach self-help skills that enable children to take care of themselves in areas such as dressing, eating, and personal hygiene. Success in these areas can help to form a foundation for a positive self-concept.)

A. Housekeeping corner activities

B. Dressup play, dressing dolls

C. Snack, including preparation and cleanup

D. Buttoning, snapping, and lacing clothes

E. Body image activities

EXAMPLES: Tracing body parts on paper; tracing child's entire body on paper and allowing child to draw clothing and body parts

F. Book made by children about their lives

(NOTE: This book could contain pictures drawn by the children of items such as family members, pets, and the family's house.)

G. Self-portraits

V. Suggestions to keep in mind when presenting activities to special needs children (Assignment Sheets #1, #2, and #3; Job Sheets #1 and #2)

A. Make any modifications in materials and equipment

(NOTE: Raise the height of the water table so children in wheelchairs can participate in this activity.)

B. Make directions as simple as possible

C. Keep activities short

(NOTE: Most special needs children are easily distracted and have a short attention span.)

D. Keep activities organized

(NOTE: This will help the children organize their world by providing structure for them.)

INFORMATION SHEET

E. Demonstrate techniques to be used in the activities

(NOTE: Most special needs children may need additional help to learn things that most children learn by observation.)

F. Give children warning when it is time to change activities

EXAMPLE: Flash lights on and off; ring a bell; play music

VI. Ways to aid special needs children during activities (Assignment Sheets #1, #2, and #3; Job Sheet #2)

A. Provide extra-large paper for painting or drawing

(NOTE: Some special needs children have problems keeping the paint on average-sized paper.)

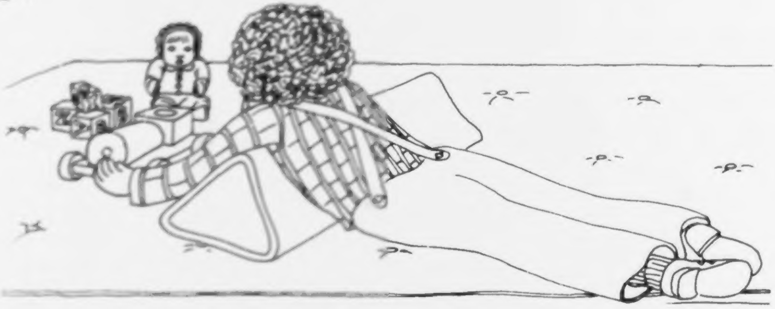
B. Provide children with weighted doll carriages to push

(NOTE: This helps the child develop balance while using the same equipment that the other children are using. Large books can be used for the weights.)

C. Provide children with a wedge or bolster (Figure 1)

(NOTE: This allows children who have difficulty sitting or standing to lie on their stomachs with their arms and chest free to participate in certain activities.)

FIGURE 1



D. Be sure to include special needs children frequently during circle time

E. Provide guidance in selecting activities for free-directed play

(NOTE: To many special needs children free-directed play is a time of confusion because it is a less structured environment.)

F. May need to seat special needs children next to the caregiver during mealtime

INFORMATION SHEET

VII. Suggested activities and examples for special needs children (Assignment Sheets #1 and #2; Job Sheets #1 and #2)

IMPAIRMENT	ACTIVITIES	EXAMPLES
Visual	Motor	Have children roll ball; walk on low balance beam
	Circle games	Have children do finger plays and sing songs
	Sensory	Allow children to play with feely box; texture Lotto games
Language and speech	Listening skills	Have children listen to story, sing songs, and do finger plays
	Communication	Have children play "Simon Says," imitation games, and acting games; have caregiver present puppet plays
Hearing	Speaking to children	Caregiver should gain child's attention before speaking; caregiver should get down to children's eye level; don't exaggerate lip movement; in group situation seat child close to caregiver or in front
	Helping children talk	If children say incomplete sentences caregiver should simply state them correctly; let children know if their voices are too loud or too soft
Emotional disturbance	Arrival and departure transitional activities	Have same caregiver greet and aid in preparing children to leave; remind children of next day's activities
	Rest time	Caregiver should darken room but leave enough light to keep fearful children calm; may need to allow some children to engage in quiet activities; wake children very gently and allow them plenty of time to regain alertness

INFORMATION SHEET

IMPAIRMENT	ACTIVITIES	EXAMPLES
Health impaired	Manipulative	Have children play eye/hand coordination games and sequencing games
	Motor	Have children go through obstacle course
Mentally handicapped	Cognitive	Have children play adjective concept games; matching, sorting, and selecting games; puzzles
	Children dressing themselves	Caregiver should break the task down into small parts, teaching one step at a time; praise each effort and each accomplishment
Physically handicapped (orthopedic)	Play dough or clay	Caregiver should be sure material used is pliable; demonstrate movement to children by putting their hands over the caregiver to feel a particular motion
	Finger painting	Caregiver should position children to permit maximum use of their hands; make sure children with uncontrollable movements do not interfere with other children

VIII. Activities and equipment which promote motor skills (Transparencies #1, #2, #3, and #4; Assignment Sheet #2)

(NOTE: The following activities and equipment stimulate trunk growth, balance, coordination, and promote muscle tone. The more automatic children's gross motor skills are, the greater will be their capacity for developing higher levels of fine motor skills, self-care skills, speech skills, and social and cognitive skills.)

A. Carpeted barrel activities

B. Scooterboard activities

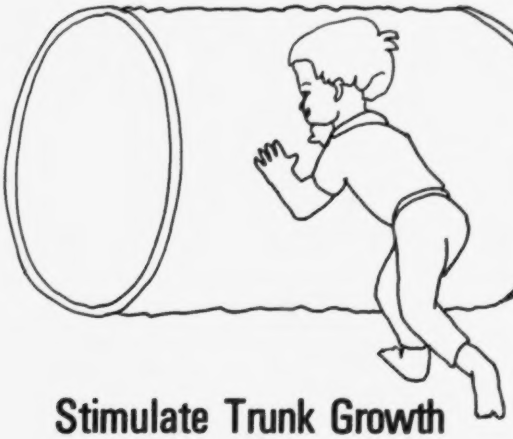
C. Sit and spin activities

D. Spring horse activities

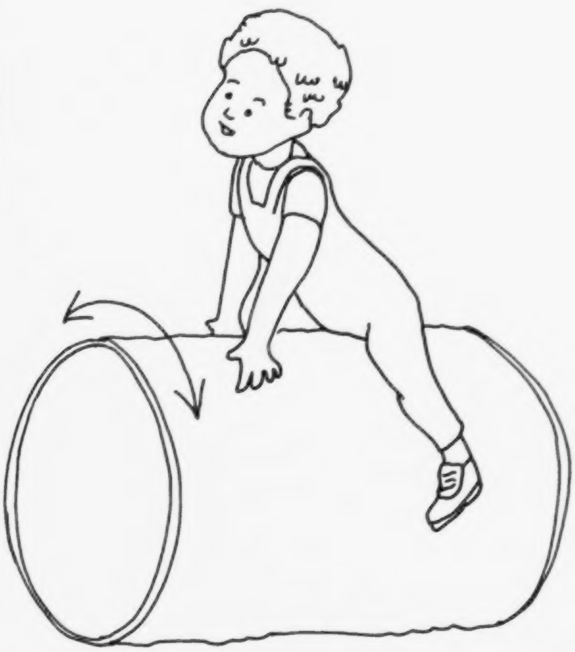
E. Air mattress activities

Activities and Equipment Which Promote Motor Skills

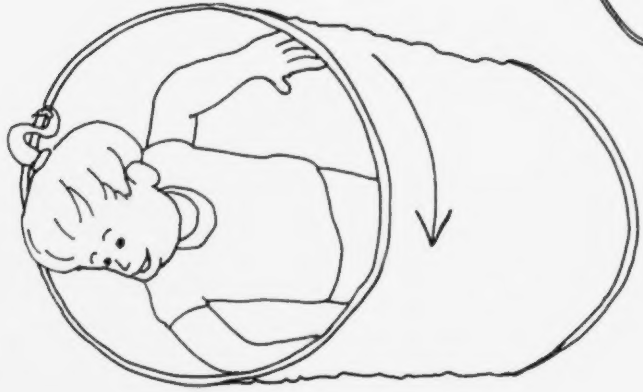
Carpeted Barrel Activities



Stimulate Trunk Growth



Stimulate Balance



Stimulate Coordination

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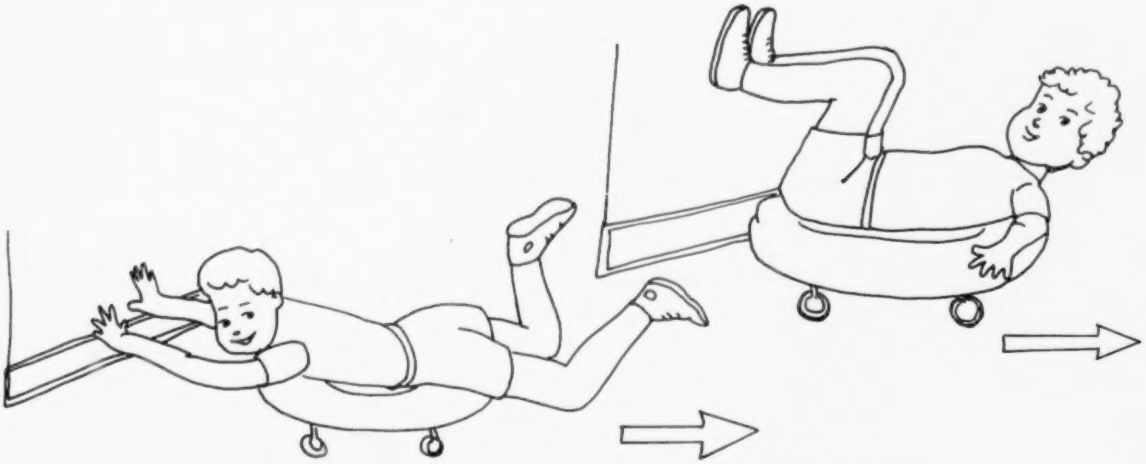
Activities and Equipment Which Promote Motor Skills

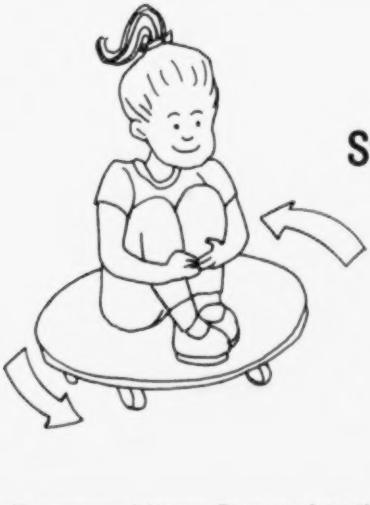
(Continued)

Scooterboard Activities



Stimulate Muscle Control and Coordination

Sit and Spin Activities



Stimulate Coordination and Balance

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Activities and Equipment Which Promote Motor Skills

(Continued)

Spring Horse Activities

Stimulate Balance and Coordination

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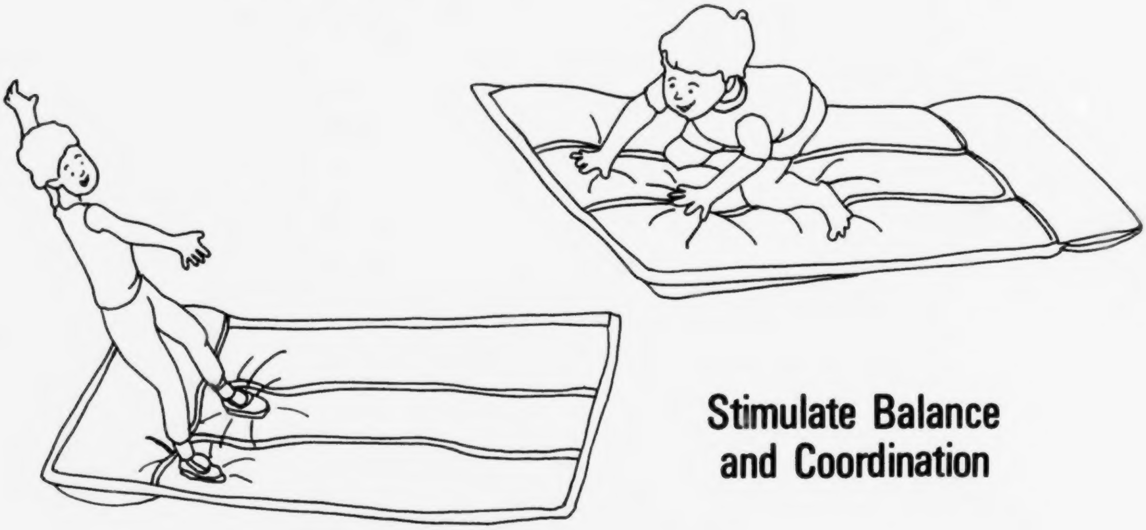
Activities and Equipment Which Promote Motor Skills

(Continued)

Air Mattress Activities



Stimulate Balance and Coordination

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SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #1–ADAPT ACTIVITIES FOR SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

Children with special needs have the same needs and enjoy doing the same things as other children. Caregiver should make adjustments in activities so children with special needs may enjoy them.

By using the Information Sheet, interviewing a child care worker, or by gathering other resources, describe changes in activities that should be made for special needs children to participate in the following activities.

A. Easel painting ______________________________

B. Story or circle time ______________________________

C. Snack time ______________________________

D. Playground activities ______________________________

E. Nap time ______________________________

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #2--COMPLETE ACTIVITY CARDS FOR SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

Organized activities that are ready for the children are the key to presenting successful learning experiences. When working with special needs children, present the same activities as those presented to the other children, with modifications to meet the needs of a child with an impairment.

By using activity books, Information Sheet, interview with a child care worker, the blank activity card provided, and nine of your own, complete 10 activity cards for special needs children. Make modifications in the activities for special needs children you might work with in your local community.

ASSIGNMENT SHEET #2

CONCEPT/SKILL:	ACTIVITY:
LEARNING CENTER:	GROUPING:

OBJECTIVE:

MATERIALS:

PROCEDURE:

OTHER CONCEPTS/SKILLS:	OTHER ACTIVITIES:

STUDENT'S NAME: ____________________ DATE: ____________________

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SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

ASSIGNMENT SHEET #3--EVALUATE AN ACTIVITY BEING PRESENTED TO SPECIAL NEEDS CHILDREN

NAME ______________________________ SCORE ______________

When presenting activities to children the caregiver should make special modifications so the special needs children can participate. Be sure that the special needs children can use and explore with the materials used in the activity with as little assistance as possible.

Evaluate an activity being presented to special needs children by using the following checklist.

		YES	NO
A.	Did caregiver present activities with modifications for special needs children?	____	____
B.	Was group arranged so that each child could see and hear with special needs children close to caregiver?	____	____
C.	Were activities presented in sequence?	____	____
D.	Did caregiver break down activities into simpler steps?	____	____
E.	Did caregiver provide physical contact and guidance?	____	____
F.	Was caregiver patient?	____	____
G.	Were the directions given as simply as possible?	____	____
H.	Did caregiver demonstrate techniques to be used in activity?	____	____
I.	Did caregiver ask special needs children questions frequently to keep their attention on the activity?	____	____
J.	Was warning given before activity was to end?	____	____
K.	Was proper equipment used to insure children's safety?	____	____

L. If you checked any of the questions "No," what do you feel should be done to change this, if anything?

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

JOB SHEET #1--PRESENT SELF-CONCEPT ACTIVITY TO SPECIAL NEEDS CHILDREN

(NOTE: It is important for children with special needs to have a good self-concept. Being able to dress oneself is very important. Teaching a task such as dressing may call for breaking the activity down into small sequential steps until the child can do the whole thing. This job sheet can be used with any young child.)

I. Equipment and materials

   A. Child

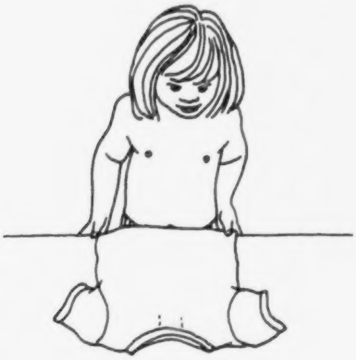
   B. Table, child-size

   C. Pullover T-shirt

II. Procedure

   A. Lay the shirt flat on the table with the back up and the bottom toward the child (Figure 2)

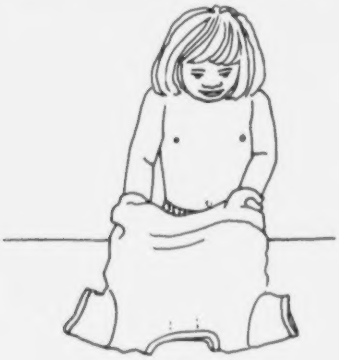
FIGURE 2



JOB SHEET #1

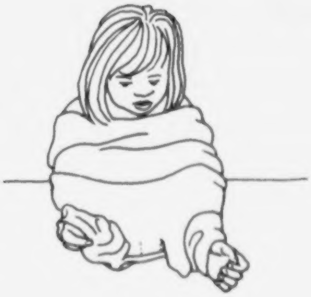
B. Have the child put both arms inside the shirt (Figure 3)

FIGURE 3



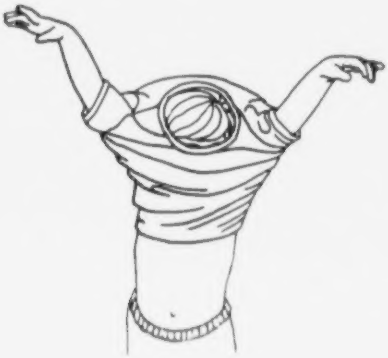
C. Have child move both arms along the side of the shirt to the armholes (Figure 4)

FIGURE 4



D. Have child lift the shirt up so the neck hole is on top of the head (Figure 5)

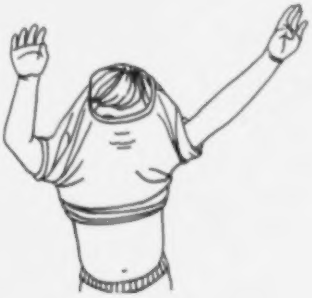
FIGURE 5



JOB SHEET #1

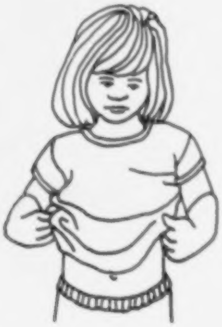
E. Have child pull the neck hole down over the head (Figure 6)

FIGURE 6



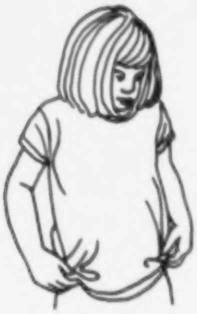
F. Have child pull the bottom of the shirt down from the armpits to the chest (Figure 7)

FIGURE 7



G. Have child pull the bottom of the shirt down from the chest to the waist (Figure 8)

FIGURE 8



SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

JOB SHEET #2--PRESENT HIDDEN OBJECT GAME TO SPECIAL NEEDS CHILDREN

(NOTE: The concepts taught by this activity are object permanence, following directions, eye-hand coordination, and socialization. This is a simple game, but when working with special needs children these concepts are very important for learning others.)

I. Equipment and materials

   A. Small toy or object that the child would be interested in finding

   B. Three pieces of fabric, approximately 18 inches square

      EXAMPLES: Towel; cloth diaper

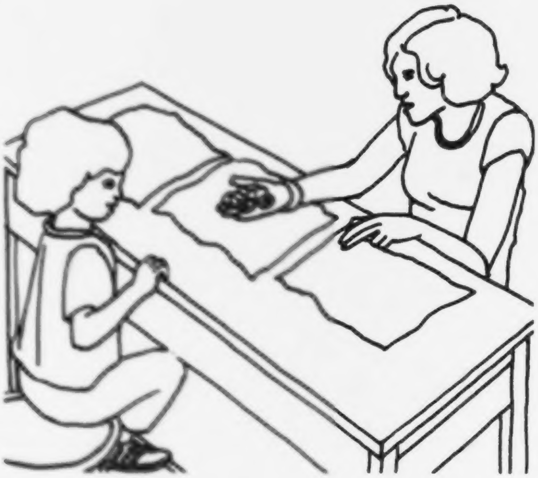
   C. Child-size table in a quiet area

II. Procedure

   A. Lay the piece of fabric on the table in front of the child

   B. Show child object and let child handle it (Figure 9)

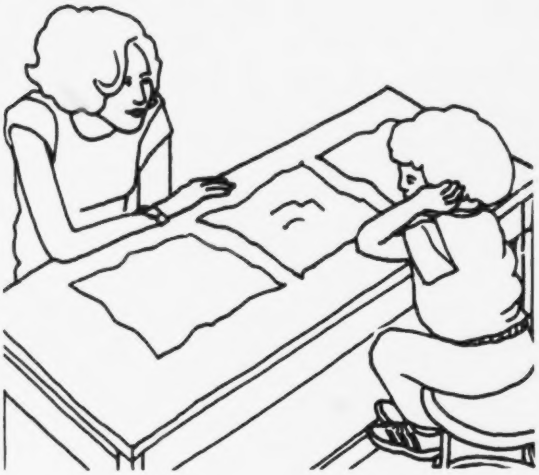
FIGURE 9



JOB SHEET #2

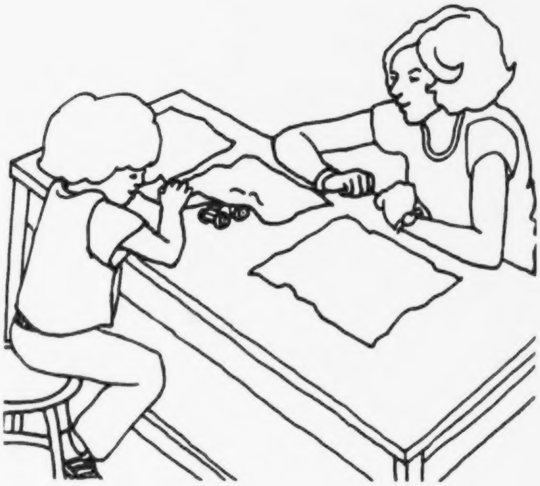
C. Slip the object under each piece of cloth briefly, then leave it under one of them (Figure 10)

FIGURE 10



D. Ask child to find object (Figure 11)

FIGURE 11



E. Repeat the activity

CHILD CARE SERVICES
UNIT I
ORIENTATION

TEST

Name ______________________ Date ______________________

1. Match the following terms to their correct definitions.

_____ a. Employee

_____ b. Infants

_____ c. Nurseries

_____ d. Day care centers

_____ e. Employer

_____ f. Toddlers

1. The private homes which take care of children
2. One that hires others to work for him
3. Children not yet walking, usually under one year old
4. The businesses which are set up to care for infants
5. One who works for someone else
6. The businesses which are set up to care for children, usually toddlers or older
7. Children who have learned to walk, usually over one year old
8. The businesses which are set up to care for infants

2. Circle five (5) of the following which are places one might find a child care job.

a. Churches

b. Drug stores

c. Bowling alleys

d. Private day care centers

e. Newspaper offices

f. Insurance companies

g. Schools

h. Civic organizations

i. Post offices

j. Restaurants

3. Place an "X" in front of each of the following which are characteristics of a good baby-sitter.

_____ a. Is able to keep children in their place

_____ b. Is calm in emergencies

_____ c. Can have a good time with children

_____ d. Can be firm when need be

_____ e. Thinks of her own interests before the children's interests

_____ f. Likes children

4. Place an "X" in front of each of the following which are things one should know before he accepts a baby-sitting job.

_____ a. Illnesses the child may have had at one time

_____ b. A child's hobbies

_____ c. Salary or fee you will be paid

_____ d. Child's nickname

_____ e. Hours you will work

_____ f. How you will get to work

_____ g. Duties you are expected to perform

5. Describe what you would do if:

a. Your employer does not mention pay for a baby-sitting job ____

____

b. A child with which you are sitting becomes ill

____

____

c. Child tries to do something he is not supposed to ______________________________

____

d. Child bed time ______________________________

____

e. Child tries to postpone bed time ______________________________

____

6. Complete the following statements on safety for baby-sitting.

   a. Remove skates, toys, and other items from __________ and walkways.

   b. Keep handles of cooking utensils on the stove turned ______________________.

   c. Make sure all medicines and __________ are kept out of the child's reach.

   d. Do not let __________ in the house.

   e. Do not allow child to __________ in the seat of a moving car.

   f. Make sure diaper pins are placed __________ and fastened __________.

   g. See that child's clothing does not __________ so that it causes him to trip.

   h. Make sure burners are __________ when not in use.

   i. Never leave baby alone while in the __________.

   j. Do not let a young child play outside by __________.

   k. Unplug irons, electric skillets, and other appliances when __________.

7. List three factors to consider in taking care of a child.

   a. ______________________________

   b. ______________________________

   c. ______________________________

8. To be evaluated by satisfactory completion of the assignment sheets included in this unit.

HEALTH, SAFETY, AND SANITATION
UNIT IV

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with health, safety, and sanitation to the correct definitions. Write the correct numbers in the blanks.

_____a. Tiny living creatures of varying sizes and shapes which ordinarily cannot be seen with the naked eye

_____b. Insects, bugs, or small animals that are objectionable because they can be destructive or carry disease

_____c. Situation that could cause an accident

_____d. Poisonous substance

_____e. Practice of maintaining clean and healthy conditions

1. Sanitation
2. Toxic
3. Vermin
4. Microorganisms
5. Hazard

2. Select from the following list ways good health of children can be promoted. Write an "X" in the blank before each correct answer.

_____a. Clean and safe surroundings

_____b. Be certain children eat all the food on their plates

_____c. Exercise

_____d. Rest and sleep

_____e. Proper clothing

_____f. Immunizations

_____g. Daily health checks

_____h. Keep children inside if temperature is below 65°F

_____i. Maintaining records

_____j. Precautions taken if child becomes sick at center to avoid exposing other children to disease

_____k. Nourishing foods

_____l. Fresh air

_____m. Medication given as directed by doctor

_____n. Good relationships with caregivers and other children

TEST

3. Describe four characteristics of a safe child care center.

4. Discuss why sanitation is important.

5. Discuss when to use handwashing procedures. Discuss three from each category.
   a. Caregivers should wash hands--
   b. Children should wash hands--
   c. Cooks should wash hands--

TEST

6. List two items from the following categories that need sanitizing in a child care center.

   a. Bathroom--______________________________

   ____

   ____

   b. Kitchen--______________________________

   ____

   ____

   c. Classroom equipment and furnishings--________________

   ____

   ____

7. Select from the following list guidelines for safety and sanitation in a child care center. Write an "X" in the blank before each correct answer.

   _____a. Store sanitation products to prevent children from reaching them

   _____b. Make children responsible for own medicine

   _____c. Store sanitation products away from dishes

   _____d. Have children clean sink after washing hands

   _____e. Avoid mixing chlorine bleach and ammonia products

   _____f. Use only the amount recommended by the manufacturer

   _____g. Avoid using products to clean equipment for which they are not recommended

   _____h. Use gloves to protect hands

   _____i. Have children take their own plates to the kitchen

   _____j. Avoid mixing hot water and chlorine bleach

   _____k. Do not touch eating surfaces of dishes

TEST

8. Describe five conditions that can cause accidents.

____

____

____

____

____

____

9. Discuss one way to prevent accidents from each category.

   a. Outdoor accidents--______________________________

   ____

   b. Equipment and toys--______________________________

   ____

   c. Matches--______________________________

   ____

   d. Poisons--______________________________

   ____

   e. Playing with pets--______________________________

   ____

   f. Transportation of children--______________________________

   ____

   g. Eye safety--______________________________

   ____

(NOTE: Test questions 10-13 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Complete immunization records.

11. Draw an emergency evacuation plan.

TEST

12. Describe use of fire extinguisher and alarm system.
13. Demonstrate the ability to
    - a. Use correct handwashing techniques.
    - b. Sanitize a kitchen.
    - c. Sanitize a bathroom.

GUIDANCE AND DISCIPLINE
UNIT III

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with guidance and discipline to the correct definitions. Write the correct numbers in the blanks.

______a. Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

______b. Leading or directing behavior

______c. Awareness of one's own conduct, intentions, or character, combined with a feeling of obligation to do the right thing or behave well

1. Conscience
2. Guidance
3. Discipline

2. Match ways children learn behavior to the correct descriptions. Write the correct numbers in the blanks.

______a. Being able to think and reason in order to understand

______b. Modeling their behavior after someone they identify with

______c. An approach used to strengthen a particular behavior

1. Imitation
2. Reinforcement
3. Insight

3. Select from the following list common goals of children's misbehavior. Write an "X" in the blanks before the correct answers.

______a. Receive punishment

______b. Attract attention

______c. Gain approval and recognition

______d. Feel important

______e. Gain satisfaction from causing trouble

______f. Retaliate

______g. Prove weaknesses or failures

TEST

4. Select from the following list helpful guidance techniques. Write an "X" in the blanks before the correct answers.

______a. Focus on "don'ts" instead of "dos"

______b. Build feelings of reliance on others

______c. Define the child's boundaries

______d. Use loving guidance

______e. Give directions as fast as possible

______f. Set up a routine to help children know what is expected

______g. Get down to the child's level, both physically and verbally, when communicating

______h. Help children release aggressive feelings

______i. Require all children to do the same thing

______j. Remember that children have short attention spans

5. Match elements of guidance and discipline to the correct descriptions. Write the correct numbers in the blanks.

______a. Imposing a penalty for misbehavior

______b. Teaching children what is expected

______c. Encouraging, praising, approving, and giving special recognition to children upon accomplishment or attempt of doing what is expected

1. Positive reinforcement
2. Punishment
3. Education

6. Distinguish between common guidance and discipline approaches. Write an "A" in the blanks before authoritarian approaches, a "P" before permissive approaches, and an "AT" before authoritative approaches.

______a. Children learn, from the results of the misbehavior, that they have done the wrong thing

______b. Little or no stress is put on explanations

______c. Rules are repeated until children learn them

______d. Punishment is saved for purposely misbehaving

______e. Rewards are not given often for fear of spoiling the child

______f. Children are expected to accept rules without question

______g. Praise is used freely for correct behavior, or children's attempts to do what they know is expected

TEST

______h. Children are expected to get satisfaction from the social approval good behavior brings

______i. Stress is on explaining rules and the reasons for them

7. Select from the following list facts to consider concerning discipline. Write an "X" in the blanks before the correct answers.

   ______a. Correct children immediately after they misbehave

   ______b. Do not tell children why they are being disciplined

   ______c. Do not allow children to handle their own conflicts

   ______d. If the child gets angry, be firm and get angry in return

   ______e. Let children know your love for them does not stop because they have done something wrong

   ______f. If punishment is necessary, be sure it is more severe than the misbehavior

   ______g. Be calm when talking to children about their misbehavior

   ______h. When disciplining, be firm, but loving

8. List techniques used in discipline.

   a. ____

   b. ____

   c. ____

   d. ____

(NOTE: Test questions 9 through 13 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Observe caregiver's guidance and discipline techniques.

10. Recommend ways to verbally guide children.

11. Recommend ways to guide children through action.

12. Distinguish between acceptable and unacceptable discipline techniques.

13. Recommend ways to discipline children.

INFANT CARE
UNIT I

TEST

NAME________________________________ SCORE ______________

1. Match terms associated with infant care to the correct definitions. Write the correct numbers in the blanks.

_____a. Presentation of new and familiar objects and situations

_____b. Gradual growth to full maturity

_____c. Observance of health rules and requirements

_____d. Early childhood from birth to twelve months; child is referred to as a baby

_____e. After birth

1. Infancy
2. Stimulation
3. Development
4. Hygiene
5. Postnatal

2. List the basic needs of all infants.

a. ____

b. ____

c. ____

3. Select from the following list responsibilities of infant caregivers. Write an "X" in the blanks before the correct answers.

_____a. Carry out parents' instructions for infant's feeding schedule

_____b. Report infant's responses to feedings to parents

_____c. Assist parents when they have questions

_____d. Call doctor when baby has fever

_____e. Change diapers regularly and care for problems such as diaper rash

_____f. Report problems, such as diarrhea or diaper rash, to parents

_____g. Hold baby at all times to promote emotional development

_____h. Bathe or wash infant

_____i. Keep environment at a constant temperature so the infant will not be too hot or too cold

_____j. Change baby's diaper every two hours

_____k. Provide a safe environment

TEST

4. Discuss the importance of lifting and holding of an infant carefully.

____

____

____

____

____

____

____

____

5. Select from the following list factors to remember when feeding an infant. Write an "X" in the blanks before the correct answers.

_____a. Avoid propping bottles during feeding

_____b. Feed baby table foods

_____c. Select appropriate form of food

_____d. Discontinue feeding when baby spits out food

_____e. Give small amounts of new foods at first

_____f. Do not allow baby to touch foods

_____g. Expect a "mess" when feeding infants

_____h. Feed boy babies more than girl babies

_____i. Encourage children to feed themselves as soon as possible

6. Select from the following list factors to remember when bathing an infant. Write an "X" in the blanks before the correct answers.

_____a. Set aside a regular bath time each day

_____b. Leave baby unattended while he/she is playing in water

_____c. Select a sturdy working surface

_____d. Fill tub with water while baby is in tub

_____e. Complete the bath before allowing infant to play in water

_____f. Remain with infant CONSTANTLY while he/she is in the tub

_____g. Discourage climbing or standing while bathing

TEST

_____ h. Avoid bathing baby before six weeks of age, since doing so will cause illness

_____ i. Provide a warm place with no drafts

7. Select from the following list things to consider when selecting an infant's clothing. Write an "X" in the blanks before the correct answers.

_____ a. Styles are simple

_____ b. Colors are bright

_____ c. Construction gives freedom for arms and legs

_____ d. Launders easily

_____ e. Necklines are secured with ties

_____ f. Weight is appropriate for room temperature and season of year

_____ g. Cost is reasonable

_____ h. Clothes are at least two sizes too large to allow for growth

_____ i. Fasteners are tightly secured

_____ j. Clothing has growth features

8. List five influences that help develop good infant sleep habits.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

9. List two of each of the following ways to communicate with an infant.

a. Verbal

1) ______________________________

2) ______________________________

b. Nonverbal

1) ______________________________

2) ______________________________

TEST

10. List six things to check for if infant fusses.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

11. Describe actions to take for common infant illnesses.

a. Fever-- ____________________

b. Cold/upper respiratory infection-- ____________________

c. Diarrhea-- ____________________

d. Colic-- ____________________

TEST

12. Complete the following chart of activities that stimulate infants. List two activities for the ages listed and the purpose for each in the blanks provided.

AGE	ACTIVITY	PURPOSE OF ACTIVITY
a. Newborn	1. ______ ______ ______	______ ______ ______
	2. ______ ______ ______	______ ______ ______
b. 3 months	1. ______ ______ ______	______ ______ ______
	2. ______ ______ ______	______ ______ ______
c. 12 months	1. ______ ______ ______	______ ______ ______
	2. ______ ______ ______	______ ______ ______

TEST

(NOTE: Test questions 13 through 18 are assignment sheets and job sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

13. Determine when to introduce foods to an infant.

14. Compare types of infant clothing.

15. Compare costs of diapers.

16. Develop a daily schedule for an infant.

17. Research licensing standards for infant caregivers and care centers.

18. Demonstrate the ability to

    a. Lift and hold an infant.

    b. Bathe an infant.

    c. Diaper an infant.

    d. Dress an infant.

    e. Prepare formula.

    f. Feed a baby from a bottle.

    g. Introduce solid foods to an infant.

TODDLER CARE
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with toddler care to the correct definitions. Write the correct numbers in the blanks.

______a. Child from twelve months to three years old

______b. Coordinating precise movement of the hands with what is seen

______c. Movements that use the large muscles of the back, legs, shoulders, and arms

______d. Sticky, colorless film, formed by bacteria, on teeth

______e. Movements that involve the finer muscles of the wrists, fingers, and ankles; usually require eye-hand coordination

______f. Muscles that control elimination

1. Small motor skills
2. Eye-hand coordination
3. Plaque
4. Large motor skills
5. Toddler
6. Sphincter muscles

2. Select from the following list responsibilities of toddlers' caregivers. Write an "X" in the blanks before the correct answers.

______a. Communicate with toddler

______b. Shame toddler after having toileting accident

______c. Express loving concern to toddler

______d. Expect good table manners

______e. Provide foods that assist in meeting daily nutritional intake requirements for toddler

______f. Keep on schedule regardless of circumstances

______g. Assist parents when they have questions

______h. Plan group games for young toddlers

______i. Provide a safe environment

______j. Insist that toddlers clean their plates

______k. Report problems, such as diarrhea or skin rash, to parents

TEST

_____l. Force toddler to sleep during naptime

_____m. Provide/require disease immunization

_____n. Tease toddler for having fears

_____o. Be sensitive to toddler's feelings, needs, and fears

3. Describe assistance given to toddlers by caregivers in daily routines/activities.

   a. Bathing-- ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   b. Feeding-- ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

TEST

c. Toilet training--

d. Nap time--

TEST

4. Discuss factors to consider in selecting toddlers' clothing.

   a. Comfort-- ______________________________

   b. Durability-- ______________________________

   c. Growth features-- ______________________________

TEST

5. Select from the following list factors to consider in choosing and preparing food for toddlers. Write an "X" in the blanks before the correct answers.

_____a. Nutritional value

_____b. Total daily calorie and nutrient intake

_____c. Large amounts of seasoning

_____d. Texture

_____e. Shape

_____f. Rewards of snacks

_____g. Ease of eating

_____h. Attractiveness and colorfulness

_____i. Extra snacks to make up for light meals

_____j. Bite-sized pieces

_____k. Large amounts of food to encourage them to eat more

6. State five tips to aid in toilet training.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

TEST

7. Select from the following list responsibilities toddlers can begin to assume with supervision. Write an "X" in the blanks before the correct answers.

______a. Wash and dry face and hands

______b. Brush teeth

______c. Use toilet

______d. Carry dishes to kitchen

______e. Bathe self

______f. Feed self

______g. Blow nose into tissue

______h. Make bed

______i. Choose clothing

______j. Put away toys after each play period or at specific times

______k. Dress self

8. Complete the following chart of activities that stimulate toddlers. List two activities for the ages listed and the purposes for each.

	AGE	ACTIVITY	PURPOSE OF ACTIVITY
a.	12-15 months	1. ______________ ______________ 2. ______________ ______________	______________ ______________ ______________ ______________
b.	15-24 months	1. ______________ ______________ 2. ______________ ______________	______________ ______________ ______________ ______________
c.	2-3 years	1. ______________ ______________ 2. ______________ ______________	______________ ______________ ______________ ______________

TEST

(NOTE: Test questions 9 through 17 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Complete immunization schedule.
10. Compare types of toddler clothing.
11. Observe toddlers' caregiver.
12. Observe bathing and dressing of a toddler.
13. Observe feeding of toddlers.
14. Observe toilet training.
15. Observe toddler nap time.
16. Develop a daily schedule for toddlers.
17. Research licensing standards for caregivers and care centers serving toddlers.

PRESCHOOL-AGE CARE
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with preschool-age care to the correct definitions. Write the correct numbers in the blanks.

______ a. Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

______ b. Child from three years to five years old

______ c. Areas in the center planned for activities to help children achieve developmental tasks

1. Preschool-age
2. Developmental tasks
3. Learning centers

2. Select from the following list developmental tasks of preschool-age children. Write an "X" in the blanks before the correct answers.

______ a. Learn to count

______ b. Learn to write name

______ c. Learn sex differences

______ d. Learn to color

______ e. Learn to tell right from wrong

______ f. Able to care for self

______ g. Learn to share

______ h. Learn about their surroundings

______ i. Learn to sing

______ j. Learn to relate to parents, siblings, and others

3. Distinguish among characteristics of three-, four-, and five-year-old children. Write a "3" in the blanks before statements describing three-year-olds, a "4" in the blanks before statements describing four-year-olds, and a "5" in the blanks before statements describing five-year-olds.

______ a. Follows directions with two or three parts

______ b. Begins group play

______ c. Asks "why" often

______ d. Imitates or "parrots" what others say or do

TEST

______e. Tries to use language in a grown-up way; knows 1,500-2,000 words

______f. Labels most familiar objects and can tell about them

______g. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry

______h. Able to skip

______i. Shows some ability to act on own

______j. May forget to use bathroom until it is too late

______k. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000-2,500 words

______l. Forms special friendships

______m. Is hard to discipline because of self-determination

______n. Can follow directions but will often question

______o. Has good bathroom habits

______p. Begins to have self-confidence and to trust others

______q. Can be patient in waiting for needs to be met

______r. Can refer to events of yesterday and look forward to events tomorrow

4. Select from the following list advantages of a good care center for preschool-age children. Write an "X" in the blanks before the correct answers.

______a. Increases sibling rivalry

______b. Teaches good manners and sharing

______c. Helps children to rely on themselves rather than family

______d. Helps teach good toileting habits

______e. Provides enrichment experiences

______f. Encourages awareness of others

______g. Helps prepare children for school routine

______h. Helps children achieve developmental tasks

TEST

5. Describe ways to work with preschool-age children.

   a. Giving suggestions or directions-- ______________________

   b. Respecting children as separate human beings-- ______________________

   c. Maintaining limits-- ______________________

6. Name five learning centers often found in a preschool-age care center.

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

   e. ______________________

TEST

7. Select from the following list what to consider in planning meals and snacks for preschool-age children. Write an "X" in the blanks before the correct answers.

   ______a. Simple foods

   ______b. Foods that are fun to eat

   ______c. Large amounts so they can have plenty to eat

   ______d. Basic four food groups to plan nutritious meals and snacks

   ______e. Finger foods

   ______f. Two or three new foods introduced during one meal

   ______g. Bright food colors when possible

   ______h. Variety of foods

   ______i. Sugared foods

8. List four responsibilities preschool-age children can assume.

   a. ____

   b. ____

   c. ____

   d. ____

9. Complete the following chart of activities that stimulate preschool-age children. Fill in five activities and purposes for each in the blanks provided.

ACTIVITY	PURPOSE OF ACTIVITY
a. ____________ ____________ ____________	____________ ____________ ____________
b. ____________ ____________ ____________	____________ ____________ ____________
c. ____________ ____________ ____________	____________ ____________ ____________

TEST

ACTIVITY	PURPOSE OF ACTIVITY
d. ______________	______________
e. ______________	______________

(NOTE: Test questions 10 through 17 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

10. Observe preschool-age children's caregiver.

11. Evaluate preschool-age care center.

12. Select a book for preschool-age children.

13. Select toys and play equipment for preschool-age children.

14. Plan and prepare nutritious snacks and meals for preschool-age children.

15. Recommend ways to handle situations typical of preschool-age children.

16. Develop a daily schedule for preschool-age children.

17. Research licensing standards for caregivers and care centers serving preschool-age children.

FOSTERING CREATIVITY THROUGH PLAY
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with fostering creativity through play to the correct definitions. Write the correct numbers in the blanks.

    _____a. Gradual, orderly growth of the child's ability to understand what he or she sees

    _____b. Lining up objects in order according to size, weight, number, or shape

    _____c. Activities which contribute to the learning capacity of the child by stimulating the imagination

    _____d. Instrument or means by which something is expressed

    _____e. Originality in thought or action

    _____f. Feeling, handling, touching, moving, or examining with the hands

    _____g. Activities involving interaction with other children

    _____h. State of being the same

    _____i. Worry or uneasiness about what may happen

    1. Creativity
    2. Medium
    3. Dramatic play
    4. Seriation
    5. Perceptual motor skills
    6. Manipulation
    7. Socio-dramatic play
    8. Equality
    9. Anxiety

2. State three factors that promote creative play.

    a. ____

    b. ____

    c. ____

3. List 10 materials that encourage creative play.

    a. ____

    b. ____

    c. ____

    d. ____

    e. ____

TEST

f. ____

g. ____

h. ____

i. ____

j. ____

4. Select from the following list responsibilities of parents and caregivers for fostering creativity in children. Mark each correct answer with an "X."

______a. To encourage children to explore their own world

______b. To make model for children to follow

______c. To emphasize to children that imaginations are not realities

______d. Do not criticize children for creating things in their minds

______e. Use only the best coloring books

______f. To encourage children to stretch their imaginations

______g. To make sure lines in coloring book are very specific

5. Discuss two facts about creative play for each category.

a. Dramatic-- __________________________________

____

____

____

b. Block-- ____________________________________

____

____

____

c. Water-- ____________________________________

____

____

____

TEST

d. Modelling materials-- ______________________________

____

____

____

e. Paint-- ______________________________

____

____

____

6. Arrange in order steps caregivers should take to promote water play. Write a "1" before the first step, a "2" before the second step, and so on, in the blanks.

______a. Decide what type of water to use

______b. Change children's wet clothes if necessary

______c. Encourage children to help with cleanup

______d. Minimize the problem of getting wet

______e. Set rules and guidelines for children before activity starts

______f. Assemble equipment

7. Select from the following list suggestions for the use of clay or play dough. Mark each correct answer with an "X."

______a. Select two colors that will blend together well

______b. Give children small amounts

______c. Cover table with suitable material

______d. Encourage children to keep clay on the table

______e. The adult must make the dough

______f. Avoid providing patterns or models

8. State four facts to consider when planning block play.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

TEST

9. Select from the following list factors for the caregiver to consider when using dramatic play. Mark each correct answer with an "X."

______a. Children's interests

______b. Caregiver should take lead role

______c. Materials arranged attractively

______d. Suggestions to keep play going

______e. Children should pick up all items

______f. Possibility of caregiver being too involved in the activity

______g. Area can be tidied occasionally without disturbing children

______h. Children can be warned when end of playtime is near

______i. Caregiver should choose clothing

______j. Children are encouraged to put things away when play is over

______k. Any articles that need mending or laundering are removed

TEST

10. Complete the following chart on care and storage of creative playthings. Answer one from each group.

PROPS	CARE	STORAGE
Dress up clothes	Keep laundered and mended	a. ____________________
Items for specific play themes	b. ____________________	Store in boxes of appropriate size if possible; put descriptive picture on outside of box
Finger and hand puppets	Keep clean and in good repair	c. ____________________
Hats	d. ____________________	Store on shelves or in individual boxes
Housekeeping area accessories	Keep clean and in good repair and replace broken or missing parts	e. ____________________
Blocks	f. ____________________	Store in an area where they are easily put away by children
Clay and play dough	Check to see if clay is soft and clean; discard and replace when necessary	g. ____________________
Woodworking area accessories	h. ____________________	Store according to requirements of each tool or hang on brightly painted Peg-Board with shape of tool in contrasting color
Wheel toys	Check regularly for damage and lost or broken parts; repair or replace parts	i. ____________________

TEST

11. Distinguish between do's and don'ts for the child caregiver for creative play experiences. Write a "D" before do's and a "T" before don'ts in the blanks.

    ______a. Understand and respect different stages in child's art

    ______b. Display child's work

    ______c. Use patterns and models

    ______d. Suggest a certain product

    ______e. Provide a variety of materials to use

    ______f. Require that certain themes be carried out

    ______g. Help parents understand child's creative artwork

    ______h. Ask child what he or she has drawn

    ______i. Provide support and encouragement to child

    ______j. Give outlines to fill in

(NOTE: Test questions 12-15 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Select items and sources for creative play equipment.

13. Construct a prop box.

14. Observe a child in dramatic play.

15. Demonstrate the ability to

    a. Prepare play dough.

    b. Construct a toy horse.

    c. Prepare finger paint.

    d. Make a finger puppet, a hand puppet, and a stick puppet.

SELF-CONCEPT NEEDS AND ACTIVITIES FOR SPECIAL NEEDS CHILDREN
UNIT II

TEST

NAME ________________________ SCORE ________________

1. Match terms associated with self-concept needs and activities for special needs children to their correct definitions. Write the correct numbers in the blanks.

_____a. Saying the same words or making the same sound at the same time

_____b. Thoughts, feelings, and emotions of children

_____c. Children's thoughts and feelings about their appearance; this includes sex appropriateness or inappropriateness, body parts, body movements, and use of body

_____d. The composite image children have about themselves; this includes both physical and psychological self-images

_____e. Standards of conduct and moral judgment

_____f. Private or secret information

1. Psychological self-image
2. Unison
3. Self-concept
4. Physical self-image
5. Ethics
6. Confidential

2. State five general teaching guidelines when working with special needs children.

a. ____

b. ____

c. ____

d. ____

e. ____

3. Select from the following list ways to help special needs children develop a good self-concept. Mark each correct answer with an "X."

_____a. Structure activities so children feel successful

_____b. Praise progress, no matter how small

_____c. Be consistent about what you are expecting from the children

TEST

______d. Be patient when it is necessary to show children how to do something several times

______e. Be tender, accepting, and loving

______f. Do not talk about the children's problems in front of them or other children

______g. Display the children's work

______h. Help children as often as possible

______i. Fit the activity to the children so that it is challenging but not overwhelming

______j. Make the children responsible for a part of the classroom routine, and praise their reliability

______k. Be positive about failures

______l. Never allow the other children to make fun of a child

______m. Concentrate on children's strengths, not weaknesses

4. List four activities which promote a positive self-concept.

a. ____

b. ____

c. ____

d. ____

5. Select from the following list suggestions to keep in mind when presenting activities to special needs children. Mark each correct answer with an "X."

______a. Make any modifications in materials and equipment

______b. Change activities frequently for variety

______c. Make directions as simple as possible

______d. Keep activities short

______e. Give children warning when it is time to change activities

______f. Demonstrate techniques to be used in the activities

______g. Keep activities organized

TEST

6. State four ways to aid special needs children during activities.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

7. Complete the following chart on suggested activities and examples for special needs children. Answer one from each category.

IMPAIRMENT	ACTIVITIES	EXAMPLES
Visual	Motor	a. ____________
	b. ____________	Have children do finger plays and sing songs
	Sensory	c. ____________
Language and speech	d. ____________	Have children listen to story, sing songs, and do finger plays
	Communication	e. ____________
Hearing	f. ____________	Caregiver should gain child's attention before speaking; caregiver should get down to children's eye level; don't exaggerate lip movement; in group situation seat child close to caregiver or in front
	Helping children talk	g. ____________

TEST

IMPAIRMENT	ACTIVITIES	EXAMPLES
Emotional disturbance	h. ____________ ____________	Have same caregiver greet and aid in preparing children to leave; remind children of next day's activities
	Rest time	i. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________
Health impaired	j. ____________	Have children play eye/hand coordination games and sequencing games
	Motor	k. ____________________ ____________________ ____________________
Mentally handicapped	l. ____________ ____________	Have children play adjective concept games; matching, sorting and selecting games; puzzles
	Children dressing themselves	m. ____________________ ____________________ ____________________ ____________________
Physically handicapped (orthopedic)	n. ____________	Caregiver should be sure material used is pliable; demonstrate movement to children by putting their hands over the caregiver to feel a particular motion
	Finger painting	o. ____________________ ____________________ ____________________ ____________________ ____________________ ____________________

TEST

8. List activities and equipment which promote motor skills.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

(NOTE: Test questions nine-12 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Adapt activities for special needs children.

10. Complete activity cards for special needs children.

11. Evaluate an activity being presented to special needs children.

12. Demonstrate the ability to

    a. Present self-concept activity to special needs children.

    b. Present hidden object game to special needs children.